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ABSTRACT

The educational systems of Southern African countries are described, and guidelines concerning the placement of students who wish to study in U.S. institutions are provided. Information is provided on educational levels (primary, secondary, and higher education); and types of programs (technical/vocational education, teacher training, and professional and adult education). Separate sections are provided for (1) the Republic of South Africa; (2) Botswana, Lesotho, Swaziland; and (3) Zimbabwe-Rhodesia. Specific topics concerning higher education include: admissions; grading systems; college transfer; exams; academic records; diplomas and certificates; undergraduate and graduate study; agricultural education, study at technical institutes; technical school diplomas and certificates; teacher training for different educational levels; health professions education; and other professional training (legal, engineering, architecture, accounting). Suggestions for U.S. admissions officers address concerns such as: students' English proficiency, differing standards among schools, diplomas and certificates, and transcripts. Supplementary materials include: a glossary, sample transcripts and diplomas, institutional profiles, and information on entrance requirements for technical programs and duration of technical training. (SW)

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Southern Africa

A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States

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Preface

Lest our readers wonder about our acquaintance with Southern Africa, we wish to reassure them: we are aware that Southern Africa includes more geographic territory than that encompassed by the countries covered in this book. However, we failed in the attempt to find a suitable alternate title that would reflect this knowledge. We do hope that the treatment of the countries under discussion is sufficiently thorough so that admissions and placement personnel will have few (or no) unanswered questions.

Perhaps a brief statement of our experience with education in Southern Africa will help readers to understand our interest in the area. David Cranmer, who wrote Section I with the exception of the chapter on teacher training in South Africa, spent a year as a senior lecturer in the Department of African Languages at the University of Cape Town (1975) and another year as a teacher of English as a Second Language in a Xhosa secondary school in Transkei (1976). Valerie Woolston, who wrote Sections II and III and the chapter on teacher training in South Africa, has spent nearly ten years working in the United States with international students, particularly those from Africa.

With the influx of Southern African students into the United States in 1977-78, it became apparent that a review of the educational systems of Southern Africa was needed in order to assist U.S. admissions officers with the proper placement of African students. AACRAO's support of this project enabled us to make separate trips to Africa to study the various education systems.

Everywhere we traveled, we encountered enthusiastic response to the questions we posed and genuine interest in the book we planned to write. We wish it were possible to mention individually each person who assisted us, but space limitations preclude this. However, there are several persons who worked closely with us—criticizing, cajoling, and encouraging—during this ordeal: Maxine McCarty, our monitor; Lucy McDermott and Paula Eurenius, the WES editors; and Caroline Aldrich, the Chairperson of the WES Committee. All contributed substantially to the volume. In addition, Charles and Matthew Woolston were enormously helpful and supportive of Valerie.

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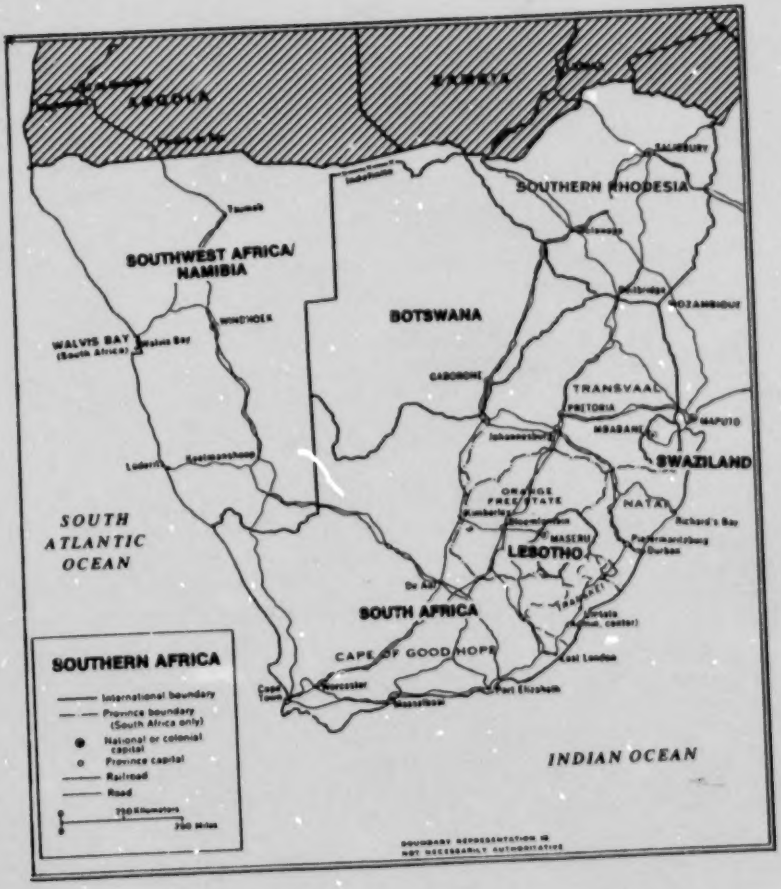
June 1980



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Section I

Republic of South Africa

Chapter One

Introduction

General Remarks

South Africa in most people's minds is closely associated with gold and racial segregation. And although this work is about neither, it will necessarily touch upon both. The country is divided into four provinces: the Cape, Natal, the Orange Free State, and the Transvaal. These four provinces comprise essentially the same geographical regions as did the four political entities which were united in 1910 to form the Union of South Africa. In 1961 the country became the Republic of South Africa. Since the end of World War I, Southwest Africa/Namibia has been treated administratively as a fifth province of South Africa (although it began moving toward independence in 1978).

Until 1910 these four provinces were separate colonies. The Cape Colony and Natal had been under British control for many years. The Orange Free State and the Transvaal were Boer Republics which came under British rule as a result of the Anglo-Boer War of 1899-1902.

The population of South Africa is officially classified into four major groups: Whites (mainly divided into Afrikaans- and English-speaking communities), Asians/Indians, Coloureds (those of mixed race), and Blacks (comprised of the various ethnic groups speaking Bantu languages). Within South Africa there are areas called "homelands" set aside for Blacks. Official policy is to turn these areas into independent countries, and three of them have already been declared independent by the South African government. These are Transkei, Bophuthatswana, and Venda (given independence in 1976, 1977, and 1979, respectively).

Since 1910 South Africa has been ruled by the Afrikaans-speaking community. Several current government policies stem from colonial times, though. Pass laws, which are designed to control the movement of Blacks into urban areas, and the institution of separate areas where Blacks must live are continuations of British policies of the 19th century. In 1948, however, the conservative Afrikaners took control of South Africa and in the intervening years have pursued policies designed to create even greater separation between the ethnic groups.

AUTHOR'S NOTE: After this book had gone to press, it was announced that an overall reorganization of all South African government departments was planned. Under the plan the Department of Education and Training, which serves Blacks, would be merged with another government department that oversees other matters pertaining to Blacks and would be renamed the "Department of Co-operation, Development and Education."

The plan also calls for the merger of the Department of Coloured Relations and the Department of Indian Affairs into one department to be known as the "Department of Internal and Constitutional Affairs."

The Department of National Education would have the term "[including Promotion of Sport]" added to its present name.

Historical Sketch of Education

Formal schooling in South Africa began in Cape Town in 1663 with a multiracial school of 17 pupils. By 1685, however, segregated schooling had been instituted. Approximately 100 years later foreign missionary societies began to play a role in education in South Africa. These missions catered mostly to Non-Whites, but also provided some service to poor Whites. In the 19th century the government began to provide aid to mission schools, and also introduced minimum standards (mostly in the Cape Colony). Missions continued to provide most of the education for Blacks until 1955.

The organization and control of primary and secondary education was furthered in 1839 when the Cape appointed the first Superintendent-General of Education in South Africa. Each territorial government established its own education policies and structures independently of the others during the 19th century. As a result, before 1910 there was almost no standard nationwide policy on questions of education.

The 1910 legislation incorporating the Union of South Africa specified that primary, secondary, and teacher education were provincial responsibilities, with the central government responsible for all other types of education. Beginning in the 1920s, friction between the provinces and the Union Department of Education developed over whether commercial and technical high schools were under the control of the provinces or the central government.

The Union legislation also established methods of funding the different types of education. These methods proved inadequate and were changed several times over the next fifty years. When Non-White education was removed from provincial control (Blacks in 1955, Indians in 1964, and Coloureds

in 1965), the financing structure was fundamentally altered. Since 1955, the growth of the Non-White school population (see statistics section in this chapter) has severely taxed the government's ability to fund education properly.

Another burning issue of 20th century education has been the fact that most secondary pupils were offered only a university-preparatory program, with very little attention paid to providing for the needs of other types of pupils. This was the case for the most part until the advent in 1967 of nation-wide differentiated education. The differentiated courses of study and syllabuses (described in Chapter Three) are designed to meet the needs of the different types of pupils.

Throughout the entire school curriculum, subjects fall into two major groups—examination and non-examination. Examination subjects are formally tested at the end of each year and are included in the appropriate external examinations. Since 1910 there have been three types of external exams: the Primary School Leaving Certificate, the Junior Certificate, and the Senior Certificate. These certificates were awarded respectively at the end of primary school (which until differentiated education was introduced was Standard 5 for Whites, Indians, and Coloureds, and Standard 6 for Blacks); at the end of Standard 8/Form III (the equivalent of Standard 8 in the Black system); and at the end of Standard 10/Form V. For Non-Whites the Primary School Leaving Certificate and the Junior Certificate have been important in obtaining employment. They have not held such a significance for Whites, and by 1955 they were not generally given to Whites. The Senior Certificate exam is still given in all education departments although (as described in Chapter Three) there are some schools which administer it as an internal examination.

Compulsory education had its beginnings in 1895 in the Orange Free State. In that year children aged 14-16 were for the first time required to write an exam. If they could not pass it, they had to attend school for one year. Other territories followed this lead. By 1914 all provinces required Whites to attend school until they passed at least Standard 4 or they reached the age of 14. Compulsory education for Non-Whites came later, and even now is not universal.

Education was first made free for Whites in 1903, again by the Orange Free State. However, until 1966 White pupils in Natal were still required to buy secondary school books. In the mid-1960s, education, including textbooks and stationery, was made free for Coloureds and Indians. At present, the final stages of providing free books and supplies for Black pupils are still being implemented.

Higher education had its beginnings in 1829 with the founding of the South African College in Cape Town. Its initial function was to prepare people for university study overseas. But over the years it began to offer post-secondary courses of its own. Similar institutions were established in other areas of South Africa (see the University Fact Sheets in Chapter Four for some dates). Eventually, all of them specialized in either secondary or post-secondary courses, but not in both. In 1873 the University of the Cape

of Good Hope was founded as an examining body for all post-secondary colleges.

The situation changed drastically after 1910, when the Union of South Africa came into being. In 1916 several University Acts were passed, resulting in the following events: (1) the South African College was incorporated into the University of Cape Town; (2) the Victoria College became the University of Stellenbosch; (3) the South African Native College (now known as the University of Fort Hare) was created; (4) the University of the Cape of Good Hope and the other post-secondary colleges were incorporated into the University of South Africa (UNISA), whereby the university colleges did the teaching and UNISA did the examining; (5) the Joint Matriculation Board was created to set university entrance standards. Each university and university college was free to set its own rules as to the racial make-up of its student body. However, the South African Native College was designed primarily to serve Blacks.

During the next 35 years the university colleges (with the exception of one which closed) became autonomous. This resulted in UNISA becoming a correspondence university instead of an examining body. However, in the 1960s it resumed its role of overseeing university colleges with respect to the newly created Non-White university colleges. These institutions were created by the 1959 Extension of Universities Act, which also prohibited White universities from enrolling Non-Whites except with government permission. The act created two new university colleges for Blacks, one for Indians, and one for Coloureds. This act touched off a debate over the nature of a university. The government's position is that since all South African universities have been created by Parliament, they can all be modified by Parliament in practically all respects. Only in 1979 were the universities of each ethnic group granted a greater measure of freedom in enrolling students from outside their respective groups.

Technical and vocational education also had its beginnings in the 19th century. At first this type of education was provided by mission societies to Non-Whites. However, in the 1870s Whites also began to receive such training. In 1897 the South African School of Mines was established at Kimberly. After 1910 vocational/technical education was made the responsibility of the central government, after which more than 30 technical colleges were established in various cities. In 1967 four of these became Colleges for Advanced Technical Education (now called technikons). The number of technikons rose to nine over the next ten years, and included three designed to serve Non-Whites. The syllabuses and exams for most courses at technikons and technical colleges are controlled directly by the central government Department of National Education (see Chapter Four).

The educational structure immediately before 1967 comprised the following:

- Twelve years of primary (1-7) and secondary (8-12) schooling for Whites, Indians, and Coloureds; Blacks received 13 years with an extra year allotted to primary school. The first two years for all ethnic groups were called Sub-Standards A and B (or Classes/Grades 1 and 2 in some areas). For Whites,

Indians, and Coloureds the remaining 10 years were called Standards 1 through 10; for Blacks the years of school were called Standards 1 through 6 and Forms I through V.

- Technical colleges and continuation classes, which provided both tertiary and pre-tertiary training for Whites, Indians, and Coloureds.
- Teacher training colleges for each population group.
- Nurses' training for each population group.
- University education for each population group.

With respect to primary and secondary education, there was insufficient coordination among the education departments. When Non-White education was taken over by the central government, national syllabuses for Non-White pupils were introduced. But there remained the lack of coordination for White pupils. Another problem pertaining to syllabuses and curricula was the lack of attention to the needs of pupils who were not planning to enter a university.

The National Education Policy Act of 1967 (and subsequent legislation) was designed to correct these problems. This act applies to White pupils only, but similar acts with many of the same provisions have been passed for each of the Non-White population groups. The 1967 act stipulates that education is to be conducted according to the following 10 principles:[1]

"[1.] Education in schools maintained and managed by the State or by a provincial education department shall have a Christian character, but the religious conviction of the parents and pupils shall be respected in regard to religious instruction and ceremonies.

"[2.] Education shall have a broad national character.

"[3.] The mother tongue, if it is English or Afrikaans, shall be the medium of instruction.

"[4.] Requirements as to compulsory education, and the limits relating to school age, shall be uniform.

"[5.] Education (including books and stationery) shall be free, except in respect of pupils studying part-time and apprentices.

"[6.] Education shall be provided in accordance with the ability and aptitude of and interest shown by the pupil, and the needs of the country and the appropriate guidance shall, with due regard thereto, be furnished to pupils.

"[7.] Coordination on a national basis in respect of syllabuses, courses and examination standards shall be effected.

"[8.] The parent community shall be given a say through parent-teachers' associations, school committees, boards of control or school boards or in any other manner.

"[9.] Consideration shall be given to suggestions and recommendations of the officially recognized teachers' associations when planning for purposes of education.

"[10.] Conditions of service and salary scales of teachers shall be uniform."

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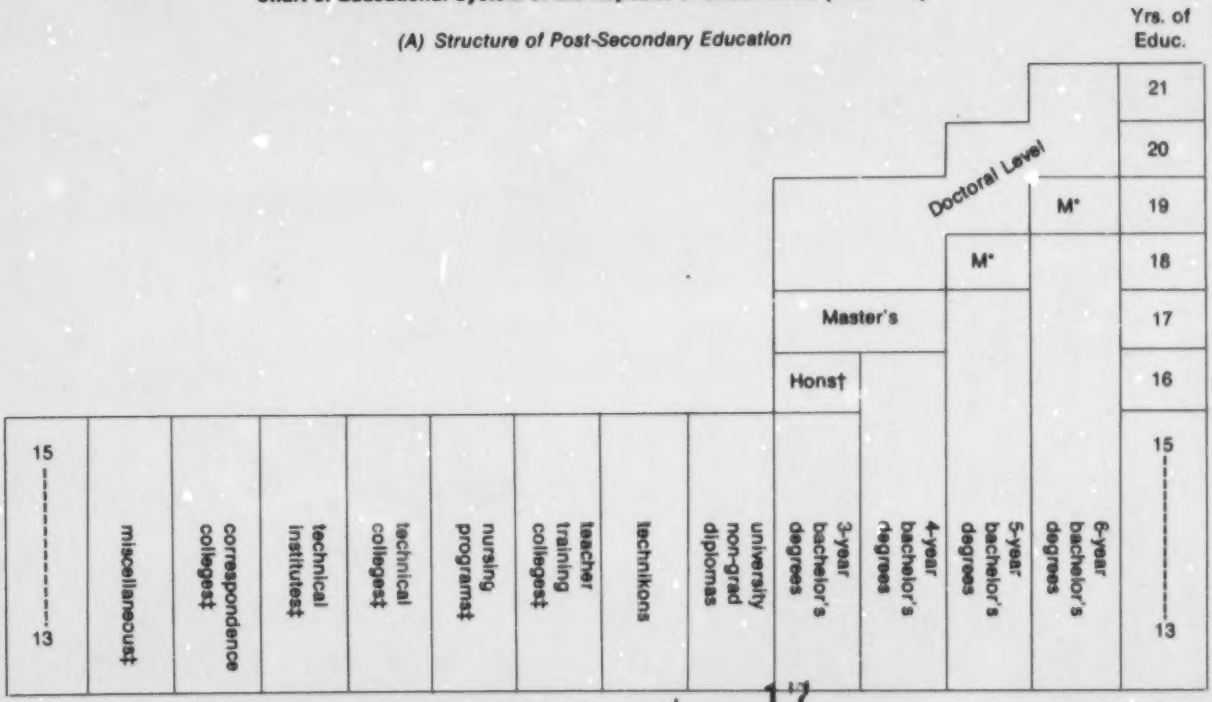
1. The wording of these principles is taken from the following work: A. J. Behr, *New Perspectives in South African Education* (Durban, RSA: Butterworths, 1978), p. 42.

Table 1

Chart of Educational System of the Republic of South Africa (Post-1975)

(A) Structure of Post-Secondary Education



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(B) Structure of Secondary and Primary Education

		White & Indian	Coloured	Black
12	Standard 10	Senior Secondary Phase	Senior Sec. Phase	Senior Sec. Phase
11	Standard 9			
10	Standard 8		Junior Secondary Phase	Junior Secondary Phase
9	Standard 7	Junior Secondary Phase		
8	Standard 6			
7	Standard 5		Senior Primary Phase§	Higher Primary Phase
6	Standard 4	Senior Primary Phase		
5	Standard 3			
4	Standard 2			Lower Primary Phase
3	Standard 1	Junior Primary Phase	Junior Primary Phase	
2	Sub-Standard B			
1	Sub-Standard A			

*M: Master's level and post-graduate diplomas.

†HONS: Honours level and post-graduate diplomas. There are Honours degrees following only a few four-year bachelor's degrees, e.g., the Honours Bachelor of Engineering at the University of Stellenbosch.

‡Entrance to correspondence colleges, technical institutes, technical colleges, and some types of nursing and teacher training courses can occur either at or before the end of completion of Standard 8.

§Published sources do not agree on the divisions in Coloured education. See footnote 1 in Chapter Three.

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With respect to the first five principles, differences exist between the 1967 act and the subsequent acts passed for Non-Whites. For example, Non-White education of non-Christians does not necessarily have a Christian character. Mother tongue instruction of Blacks is never the goal on the secondary level.

Principle 7 addresses the coordination of syllabuses, etc. The 1967 act created the Committee of Heads of Education, which contains representatives from each of the education departments. (In 1977 the Southwest African/Namibian representative withdrew.) This committee lays out common syllabuses, and each department fills in the details, according to its needs and capacities. The major differences among education departments are found in the lower levels of schooling.

Principle 6 is addressed by the implementation of various courses of study, which are presented in Chapter Three, and by the introduction of differentiated syllabuses for most subjects.

The 1967 act resulted in a four-phase school program (see Table 1, Chart of the Education System). Each phase is intended to last for three years, with a major split after the sixth year between primary and secondary education. However, because most school buildings were designed to house the first seven years of schooling (or eight in the case of Blacks), Standard 5 (the first year of the junior secondary phase) is still often found housed in primary schools.

Current Education Administration

At present, there are four major ethnic groups in South Africa: Whites, Indians (sometimes called Asians), Coloureds, and Blacks. Education for Whites is administered by the Department of National Education and also the provincial education departments of the Cape, Natal, Orange Free State, and Transvaal. The Department of Indian Affairs administers the education of Indians. The Administration of Coloured Affairs directs the education of Coloureds. The Department of Education and Training (formerly the Department of Bantu Education) administers Black education.

School Facilities and Services

The majority of pupils in South Africa attend government schools, administered by either a provincial or a national education department. Those pupils who do attend private schools follow the same syllabuses as their government school counterparts. Boarding schools for pupils in rural areas are common for Whites, Coloureds, and Blacks, since these areas are often sparsely settled. However, Non-White boarding schools are found mostly at the secondary level.

Teaching standards in each education department are maintained through the use of school inspectors. In some cases until several years ago these inspectors were required to orally examine all pupils in their circuits. However, as teaching standards have improved, this practice is being discontinued. Black education departments have not experienced the improvement in teaching standards that other departments have, due to the tremendous increase in enrollments (see next section). In a 1979 article in the *Chronicle*

of Higher Education, T. N. H. Jansen, the Minister of Education and Training, was quoted as saying that primary and secondary education for Blacks had "not yet reached the level of that for Whites."[2]

Another result of the increase in the number of pupils has been the practice of double sessions (also called the "platoon system" in Indian education). In 1976, no White pupils were enrolled in double sessions. That year, out of all Non-White Sub-A through Standard 5 pupils, 29.7% of the Black pupils, 12.44% of the Coloured pupils, and 8.98% of the Indian pupils were in double sessions.

The White school calendar consists of 200 days. Other departments follow this quite closely. There are 22.5 teaching hours per week in the primary schools, and 27 in the secondary schools. Each education department except Transvaal divides the school year into four quarters. Transvaal has a trimester system.

Library services are provided for all children; however, they are not good in Black and Coloured primary schools. There are central departmental libraries which serve as resources for teachers. Full-time teacher-librarians are required in schools with large enrollments; the exact cut-off point varies with each education department. There is a subject called "book education" which includes instruction in how to use library resources. However, in general, library research projects and individual outside reading of the type that goes into book reports are not part of school syllabuses.

All education departments provide guidance, medical, psychological, sports, audio-visual, and testing services for their pupils. Guidance covers five major areas: education, personality, recreation, family, and occupation. Standardized testing programs measuring pupil aptitude and achievement have been instituted, or are currently being instituted, in each education department. Education for handicapped pupils is also provided for each population group, as is education for slow learners. In some cases such pupils are taught in special classrooms in the ordinary schools; in other cases they are sent to schools with facilities designed to meet their needs. Programs for gifted children are currently under study by several education departments.

Educational Facts

The statistics in this section are designed to give a picture both of some trends over the past 20 years and of the current state of affairs.[3]

Enrollment figures derive their meaning in terms of comparison with the total population. Since 1920 the percentage of the population that is White has been decreasing: from 22% in 1920 to an estimated 16.6% in 1975. The following percentage increases have occurred in the Non-White sectors: 8.7%

2. Helen Zille, "South Africa's New Minister for Black Education," *The Chronicle of Higher Education*, May 7, 1979, p. 8.

3. Statistics have been gathered from the following sources: the *South African Yearbook for 1976;* the *South African Yearbook for 1977;* the *1977 Annual Report of the South African Institute of Race Relations;* annual reports of several government departments; and letters from government officials and others in South Africa.

to 9.3% for Coloureds, 2.5% to 2.9% for Indians, and 67.3% to 71.2% for Blacks. White enrollment in school has been fairly constant over the past 20 years, since compulsory schooling till the age of 15 or 16 has been required during this period. In 1975, 21.62% of the White population was in school; this compares with 25.84% of the Coloured, 25.06% of the Indian, and 21.07% of the Black population. Black school enrollment has increased dramatically since 1955, when only 9.76% of the Black population was in school. Table 2 shows the distribution of school enrollment by Standards for each population group. It can be seen that Non-White enrollment falls more sharply with the increase in Standard than does White enrollment.

Table 2

1976 Enrollment by Standards/Republic of South Africa

Standard	White		Indian		Coloured		Black	
	Number	%	Number	%	Number	%	Number	%
Sub-A	91,892	10.0	22,412	11.5	115,823	16.8	860,419	22.1
Sub-B	86,712	9.4	21,749	11.1	99,050	14.4	618,050	15.9
Std 1	82,098	8.9	20,357	10.4	93,519	13.6	561,979	14.4
Std 2	80,729	8.8	20,136	10.3	81,084	11.8	435,485	11.2
Std 3	77,657	8.5	20,507	10.5	72,408	10.5	389,723	10.0
Std 4	77,848	8.5	19,037	9.7	63,147	9.2	302,647	7.8
Std 5	75,700	8.2	16,742	8.6	52,219	7.6	232,723	6.0
Std 6	78,107	8.5	15,366	7.9	40,692	5.9	257,505	6.6
Std 7	76,531	8.3	13,503	6.9	30,860	4.5	133,476	3.4
Std 8	71,233	7.8	12,834	6.6	18,081	2.6	73,874	1.9
Std 9	61,424	6.7	6,469	3.3	10,769	1.6	21,644	0.6
Std 10	46,632	5.1	4,980	2.6	6,329	0.9	11,377	0.3
Unclass.	12,327	1.33	1,175	0.61	3,805	0.51	–	–
Totals	918,890	100.03	195,267	100.01	687,786	99.91	3,898,902	100.2

Source: Annual Report for 1977 of the South African Institute of Race Relations.

Related to enrollment is retention. Recent retention figures for Whites were not available; however, in 1963 the Standard 10 enrollment was 40% of the 1959 Standard 6 enrollment. Blacks and Coloureds have shown great increases in retention. The 1964 Black Form V enrollment was only 5.34% of the 1960 Form I enrollment, whereas the 1976 Form V/Standard 10 enrollment was 16.09% of the 1973 Form I enrollment. Coloured Standard 10 enrollment in 1964 was 12.54% of the 1960 Standard 6 enrollment, and the 1976 Standard 10 enrollment was 20.07% of the 1973 Standard 6 enrollment. While no figures on Indian retention are available, it is safe to assume that the Indian retention rate is higher than the Coloured but not as high as the White.

Primary and secondary level pupil-teacher ratios for each ethnic group can be estimated from the statistics available for 1977: White 22:1, Coloured 27:1, Indian 28:1, and Black 48:1.

Of the three examinations (the Primary School Leaving Certificate, the

Junior Certificate, and the Senior Certificate) mentioned in the previous section, only the Senior Certificate exam is given in all education departments. Available information on this exam shows that the pass rates in the 1976 and 1977 Senior Certificate examinations for the Cape, Natal, and the Orange Free State education departments were 92%. The 1976 pass rate for Blacks was 85% (6,550 passes out of 7,729 candidates). The 1977 pass rates for Coloured and Indian education departments were 66% and 89%, respectively. Of these the Matriculation Exemption rate for Coloureds and Indians was 25% and 32%. This compares with 40-42% for Whites and 27% for Blacks. Other examining bodies which are not included in these figures are the Department of National Education, the Transvaal Education Department, and the Joint Matriculation Board.

At the tertiary level, the following statistics are available. In 1976, 5,053 National Certificates and Diplomas were awarded to Whites, 60 to Coloureds, 28 to Indians, and 76 to Blacks. Whites who qualified as teachers in 1976 numbered 5,993, whereas 6,643 Blacks (plus an additional 258 in Southwest Africa/Namibia) and 238 Indians qualified. There were no available figures for Coloureds. Of the 19,958 university degrees, diplomas, certificates and licentiates awarded from July 1975 to June 1976, 90% were earned by Whites, 1.80% by Coloureds, 3.32% by Indians, and 4.83% by Blacks. In 1960, Black university enrollment was 481; in 1976 it had risen to 5,589.

Education is financed through education departments and also through several other departments, such as Public Works. The financial figures from education department reports, therefore, do not show complete expenditures. The 1975-76 expenditures as reported in the 1977 South African Institute of Race Relations Report are as follows: R745,400,000 for Whites, R100,690,035 for Coloureds, R49,639,948 for Indians, and R75,592,947 for Blacks, excluding Southwest Africa/Namibia. These expenditures represented the following percentage increases over the previous year's expenditures: 12.38% for Whites, 15.86% for Coloureds, 15.21% for Indians, and 13.96% for Blacks. Per capita expenditures on university students in 1976 was as follows: R1,964 for Whites, R1,890 for Coloureds, R1,419 for Indians, and R2,110 for Blacks. The exchange rate of rands to dollars in 1975-76 was R1 = $1.15.

Professional teachers' qualifications are obtained either at a teachers training college or at a university. Of the 43,750 teachers in White schools in 1976, 94.5% had professional teachers qualifications (64.9% were professionally qualified but did not have a university degree); a further 2.5% were not professionally qualified but had a university degree. There were 25,467 teachers in Coloured schools in 1976: 90.92% were professionally qualified (87.35% were professionally qualified but did not have a university degree); an additional 0.29% were not professionally qualified but had a degree. Teachers in Indian schools numbered 6,924 in 1976: 95.78% were professionally qualified (77.61% were professionally qualified but did not have a university degree); a further 0.26% were not professionally qualified but had a degree. In 1976 there were 63,868 teachers in Black schools (excluding Transkei): 81.10% were professionally qualified (78.81% were professionally qualified but did not have a degree); 0.21% were not professionally qualified but had a degree.

Chapter Two

Pre-Primary and Primary Education

Pre-Primary Education

Pre-primary education is provided under government auspices for children of each of the four population groups. Although the 1910 legislation placed this type of education under control of the then Union Department of Education, it was not given significant attention until the late 1960s. Most schools are private and all are registered with the respective education departments. Nursery school teachers and assistants are trained through government prescribed training courses.

Primary Education

Primary education includes the first two phases of schooling: the junior (or lower) and the senior (or higher) primary phases. (See Table 1, Chart of Education System, and "Historical Sketch of Education" in Chapter One.) Prior to the advent of differentiated education (which followed from the 1967 National Education Policy Act), primary education lasted for seven years for Whites, Indians, and Coloureds, and eight years for Blacks. The extra year for Blacks helped them to adjust to using English and Afrikaans before having to study subjects at the deeper level required in secondary education. At present primary education covers the first six years of White and Indian education, and the first seven years of Coloured and Black education. (See Chapter Three, footnote 1, for further information on Coloured education.) In spite of the recent reduction in the length of primary education, many schools still house the previous final year of primary education (now the first year of secondary education) in the primary school building.

In all primary schools the language of instruction is the home language up through Standard 4. For Blacks in the "homelands" areas, the home language is used for a longer period of time at the discretion of the homelands education departments. For White and Coloured pupils, the use of the home language (either English or Afrikaans) continues throughout their entire school education. Indian pupils attending Indian Education Department schools receive their instruction in English. There are a very few Indian pupils attending Coloured schools; in those cases they receive instruction in the same language as the Coloured pupils, i.e., either English or Afrikaans.

After the mandatory period of home language instruction in Black schools, the instruction in examination subjects (explained below) is supposed to be 50% in English and 50% in Afrikaans. However, as a rule, more than 50% is given in that language which is most widely spoken in the area where the school is located. The language question remains a widely debated issue in South Africa. It is government policy that all adults should be able to conduct business, government, and personal affairs in both English and Afrikaans.

The population of South Africa is thinly spread in regions outside of the urban centers (e.g., Johannesburg, Durban, Cape Town). One method devised to cope with the problem of schooling children in these rural areas was the establishment of farm schools. Such schools were set up by farmers for the education of their own and their employees' children. The last White farm school closed in 1976. However, many Black pupils still attend such schools; in 1973 the Black farm school enrollment was 344,388. Most of these schools provide only the first three years of education, but some provide the full seven years of primary education.

The age requirement for entering students is between five and a half and seven. In general, entering White children tend towards the age minimum, Black children towards the age maximum, and Indian and Coloured children fall between.

In all education departments attempts are made to identify children with learning disabilities, either before they enter school or at the time of admission. There are special classes for the less severely handicapped children in the regular schools. More severely handicapped children may be sent to special schools.

The junior primary phase curriculum includes the following subjects common to all education departments: English, Afrikaans, arithmetic, arts and crafts, general science, health education, music, physical education, and religious instruction. Black pupils also study their home language. White, Indian, and Coloured children study handwriting as a separate subject.

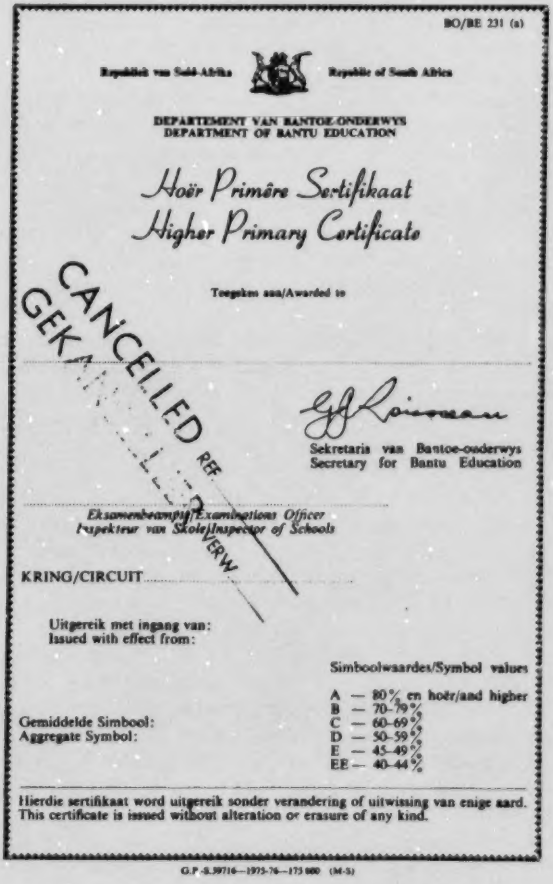
The senior primary phase curriculum includes the following subjects in all education departments: English, Afrikaans, arithmetic, arts and crafts, general science, health education, homecraft (similar to home economics), metalwork, music, needlework, physical education, religious instruction, social studies (history and geography), and woodwork. Black pupils also study gardening, and Coloured children study bookbinding.

From the beginning of school education, the school subjects are divided into two categories: examination and non-examination subjects. Examination subjects are those which must be passed in order for a pupil to be promoted to the next Standard. Non-examination subjects are usually less academic in nature, and are not formally tested at the end of each school year. The primary school examination subjects are English, Afrikaans, arithmetic, general science, handwriting, health education, home language (for Blacks), and social studies.

Promotion from one year to the next is based on performance on final examinations, continuous assessment, and teacher observations of pupils' physical, psychological and emotional development. In White and Indian education departments a pupil who has successfully completed Standard 4

has completed primary education. Coloured pupils finish primary education with Standard 5 (but see Chapter Three, footnote 1, for an interesting discrepancy in this area). For all these pupils there is no external examination involved in finishing primary school. Black pupils, however, take an external examination. Until the 1970s this exam was called the Primary School Leaving Certificate exam and was written at the end of Standard 6. In 1976 when differentiated education for Blacks reduced primary education from eight to seven years, the examination came to be written at the end of Standard 5, and its name was changed to Higher Primary Certificate examination.

School calendar, facilities and services are described in Chapter One, in the section on facilities and services.



BO/BE 231 (a)

Republiek van Suid-Afrika — Republic of South Africa

DEPARTEMENT VAN BANTOE-ONDERWYS
DEPARTMENT OF BANTU EDUCATION

Hoër Primêre Sertifikaat
Higher Primary Certificate

Toegeken aan/Awarded to

CANCELLED REF
GEK... VERW

Sekretaris van Bantoe-onderwys
Secretary for Bantu Education

Eksamenbeampte/Examinations Officer
Inspekteur van Skolen/Inspector of Schools

KRING/CIRCUIT

Uitgereik met ingang van:
Issued with effect from:

Simboolwaardes/Symbol values

A — 80% en hoër/and higher
B — 70–79%
C — 60–69%
D — 50–59%
E — 45–49%
EE — 40–44%

Gemiddelde Simbool:
Aggregate Symbol:

Hierdie sertifikaat word uitgereik sonder verandering of uitwissing van enige aard.
This certificate is issued without alteration or erasure of any kind.

G.P.-S.39716—1975-76—175 000 (M-S)

Document 1. Higher Primary Certificate (Black)

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Chapter Three

Secondary Education

Secondary education comprises the third and fourth phases of education—the junior secondary and senior secondary phases. The Chart of the Education System (Table 1) shows how the different education departments organize each phase. Although published material indicates that the junior secondary phase in Coloured education begins with Standard 6, the *Education Bulletin* of the Administration of Coloured Affairs begins the junior secondary phase with Standard 5.[1] Before the 1970s, secondary education in all education departments included only the last five years of school education.

The school year lasts 200 days. Teaching periods are either 30 or 35 minutes. Each school week includes some double periods, especially for science practicals and technical subjects. The school day varies between five and six hours, including one or two breaks totaling approximately 30 minutes.

The National Education Policy Act of 1967 (see Chapter One) established the Committee of Education Heads (C.E.H.), whose members are drawn from the various provincial and national education departments and from the Joint Matriculation Board (J.M.B.). Whereas the J.M.B. previously had virtual control over secondary-level instruction due to its role in setting university entrance examination standards, the C.E.H. assures greater coordination of syllabuses and provides needed interaction between the various education departments and the J.M.B., which now restricts its participation to the senior secondary syllabuses.

The C.E.H. draws up a "core" syllabus for each subject. Each education department is required to teach the elements of these core syllabuses, but the methods of instruction and any optional additional coursework are left to the individual education department's authority. These two elements, it is felt, are determined by the type of pupil being taught and thus provide greater flexibility than was formerly possible.

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1. The chart of Coloured education found in A. L. Behr, *New Perspectives in South African Education* (Durban, RSA: Butterworths, 1978), p. 212, shows that Standard 6 is the first year of the junior secondary phase. However, the Administration of Coloured Affairs, *Education Bulletin* (Vol. 10, No. J1/75), paragraph 1.2, states that the junior secondary course "of the Administration consists of Standards 5, 6 and 7 and extends over a period of three years provided that the Administration may permit a pupil to complete the course in a shorter period."

26

Junior Secondary Education

The junior secondary phase has a more restricted range of subjects than the senior secondary phase. The lists of subjects in Tables 3, 4, and 5 show the subjects offered in the Ordinary course (see below for distinction between Ordinary and Practical courses), and time allocations for three of the education departments.

Table 3

Junior Secondary Phase Subjects—Transvaal Education (White)

Subject	Standard 5 Periods per wk.	Standard 5 Minutes per wk.	Standards 6 and 7 Periods per wk.	Standards 6 and 7 Minutes per wk.
First Language*	10	300	7	210
Second Language*	9	270	6	180
Mathematics	8	240	7	210
History	3	90	3	90
Geography	3	90	2	60
General Science	4	120	4	120
Basic Techniques	4	120	–	–
Technical Orientation†	–	–	4	120
Optional Subject‡	–	–	6	180

*First/Second Language: English and Afrikaans are referred to within the curricula as First and Second Languages, depending on the home language of the pupil.

†Technical Orientation: This is a collective name for industrial arts (males) and housecraft (females). However, pupils who have already decided to follow the technical, agricultural or home economics fields of study (see "Senior Secondary" in this Chapter) after Standard 7 do not take this subject, but replace it with an additional optional subject.

‡Optional Subject: This refers to two required subjects, over which the pupil exercises the option of choice of subject matter. These subjects are selected in accordance with the pupil's anticipated field of study. Pupils who intend to follow the technical field of study can choose technical drawing and trade theory & workshop practice. Other pupils choose from among accountancy, art, a Bantu language, French, German, Latin, music, and typing.

The non-examination subjects (see "Historical Sketch of Education" in Chapter One) in this phase include art, book education, guidance, music, physical education, and religious instruction.

Standard 6 is the year in which most education departments first separate pupils according to mental ability into the Ordinary and Practical courses. The Practical course is for the 15-18% of the pupils who are very slow learners but who are not mentally retarded. Pupils go into the Practical course on the basis of school achievement, standardized tests (intelligence, scholastic, psychometric), biographic data, medical reports, age, and wishes of parents and pupils themselves. Once a pupil switches into the Practical course, it is possible to return to the Ordinary course later if school performance warrants such a move. The certificates that are issued to pupils in the Practical

Table 4

Junior Secondary Phase Subjects—Coloured Education

Subject	Standard 5 Periods per wk.	Standard 5 Minutes per wk.	Standard 6 Periods per wk.	Standard 6 Minutes per wk.	Standard 7 Periods per wk.	Standard 7 Minutes per wk.
First Language*	9	315	6	210	6	210
Second Language*	8	280	6	210	6	210
Mathematics	7	245	6	210	6	210
General Science	4	120	6	210	6	210
History	2	70	–	–	–	–
Geography	2	70	–	–	–	–
History-Geography	–	–	6	210	–	–
History or Geography	–	–	–	–	6	180
Health Education	1	35	–	–	–	–
One of: General Handwork Needlework & Clothing Home Ec. (Std. 6)	3	105	6	180	–	–
One of List A:†	–	–	6	180	–	–
Two of List B:‡	–	–	–	–	12	360

*See corresponding note in Table 3.

†List A: (This seventh subject is not compulsory for each school, and within schools which do offer a seventh subject, it is not compulsory for every pupil.) accountancy, agriculture, art, ballet, a Bantu language, German, Latin, *or* (if not already taken under the previous option) general handwork, home economics, needlework & clothing.

‡List B: (These subjects are chosen with a view to the pupil's proposed course of study at the senior secondary level.) accountancy, agriculture, art, science of art, ballet, a Bantu language, German, home economics, Latin, music, needlework & clothing, technical drawing, typewriting, woodwork, workshop practice & theory, and either history or geography (the one not taken above).

course are clearly marked as such, including the designation "PRACTICAL" after each subject which was taken. (See Document 5 at the end of the chapter.) The syllabuses in the Practical course are very much simplified and are not parallels of the syllabuses in the Ordinary course.

Although the description of junior secondary promotion which follows pertains specifically to the Transvaal Education Department, it does not differ significantly in other education departments.[2] Where there are definite variations, these are also included.

Promotion of pupils from one Standard to the next is not based solely on end-of-year exams. The final exam counts for only 50% of the total mark for the year. The other 50% comes from continuous assessment throughout the year. Pupil achievement is measured using the actual marks obtained on internal tests and using general impressions. One factor which educa-

2. Transvaal Education Department, *Education of White Pupils in the Republic of South Africa* (July 1978), Chapter Six.

Table 5

Junior Secondary Phase Subjects—Black Education

Subject	Standards 6 and 7*	
	Periods per wk.	Minutes per wk.
Bantu Language	6	210
Afrikaans	7	245
English	7	245
Mathematics	6	210
General Science	5	175
First Optional Subject†	5	175
Second Optional Subject†	5	175

*Although Standard 6 forms part of the junior secondary phase for Blacks, its curricula are those of the other education departments, and are therefore described in the senior secondary phase.

†Optional Subjects: See corresponding note in Table 3. There are two sets, one for Standard 6 and one for Standard 7.

Standard 6: accountancy, agricultural science, art, biblical studies, German, home economics, Latin, needlework & clothing, social studies, theory of music, woodwork.

Standard 7: accountancy, agricultural science, art, German, home economics, Latin, needlework & clothing, social studies, woodwork, typewriting.

tion departments value highly is uniform determination of pupil marks throughout the school system. Promotion is based not on the pupil's aggregate alone but also on each subject considered individually. In this phase such emphasis on performance in each subject helps to determine the pupil's abilities, and thus plays a key role in choosing a field of study in the senior secondary phase.

Condoning (see glossary) is practiced in the junior secondary phase, although it is done in exceptional cases only. Pupils can be condoned in a subject if they have failed in that subject by 2% or less.

The pass levels in the Transvaal Education Department are 40% (the lowest value for the symbol E) in all Standard 5 subjects and in First Language in Standards 6 and 7; and 35% in the other Standard 6 and 7 subjects. In Coloured Education a Standard 5 pass must be at least 45% in First Language; 40% in Second Language; 33⅓% in mathematics; and 45% overall in all subjects. In Standards 6 and 7 Coloured pupils must get 33⅓% in each subject and an overall aggregate of 40%. Indian pupils in Standard 5 must obtain 45% in First Language (English), 40% in the other subjects, and have an overall aggregate of 50%. In Standards 6 and 7 they must obtain 40% in each subject with a 40% aggregate. Black pupils must meet similar requirements. In those education departments which allow variation in the number of subjects a pupil takes, it is often the case that the fewer the subjects the pupil takes, the better the marks that must be obtained in order for the pupil to be passed to the next Standard. Also, pupils who fail a subject can be passed if the marks in the other subjects are sufficiently above the minimum pass level.

Senior Secondary Education

The senior secondary phase includes three evidences of differentiation: continuance of the Practical (versus Ordinary) course through Standard 10; the offering of eight fields of study; and the teaching of subjects on two levels—Higher Grade and Standard Grade.

The Higher Grade (H.G.) syllabuses cover more material than the Standard Grade (S.G.) syllabuses, and present it in a way which is more challenging to the pupil. In order for pupils to take a subject on the Higher Grade in Standard 8, they must have obtained a D symbol in that same subject in Standard 7. To continue in the Higher Grade in Standards 9 and 10, pupils must receive at least the symbol E in Standards 8 and 9. (See next section for a comparison of symbols and numerical percentages.) Some subjects are offered on the Higher Grade only. In these cases the D and E prerequisite does not apply. If pupils fail to meet the requirements for Higher Grade subjects by Standard 8, they may enroll in them in a later Standard if they subsequently meet the D symbol entrance requirement.

Prior to the introduction of differentiation under the National Education Policy Act, the only subjects that had two levels of syllabuses were languages. In some education departments they were designated as Higher and Lower, and in others as A and B.

Differentiation is also achieved through the enlarged range of subjects in the senior secondary phase. Eight fields (or courses) of study are offered, each of which is composed of English, Afrikaans, and four other subjects that are determined by the field of study. Generally, once a field has been chosen, the pupil stays with that field. However, changes are possible.

The eight fields of study are the following: agricultural, art (with subdivisions into ballet, fine arts, and music), commercial, general, home economics, humanities, natural science, and technical. Not all schools offer all of the fields. Pupils usually study the same subjects for all three years, and do not change from year to year. (See also Tables 6 and 7).

The field of study which a pupil is following is not always clear from merely reading the titles and definitions of the subjects in the field of study. The education departments, however, issue detailed groupings of subjects within each field, and pupils must follow one of these subject groupings (called subject sets). Some subject sets enable a pupil to meet university entrance requirements, and others do not. Two sample subject sets from several fields of study are listed below, one set leading to university entrance and the other not. The slashes indicate that one of that group of subjects is chosen, not that the pupil studies all of them simultaneously. The Higher Grade and Standard Grade syllabuses also interact in determining whether or not a pupil has met university entrance requirements (see next chapter).

AGRICULTURAL—must include at least two agricultural subjects.
University: Afrikaans, English, math, physical science/biology, animal husbandry, farm mechanics.

Non-university: Afrikaans, English, accountancy, biology, field husbandry, animal husbandry.

COMMERCIAL—must include at least two commercial subjects.
University: Afrikaans, English, economics/business economics/mercantile law, accountancy, math, physical science/biology.
Non-university: Afrikaans, English, biology, housecraft, accountancy, typewriting.

GENERAL—has subjects from more than one field of study.
University: Afrikaans, English, math, physical science/biology, history/geography/language, accountancy/metalwork/housecraft.
Non-university: Afrikaans, English, biology, history/geography, woodwork/housecraft, typing/accountancy.

HUMANITIES—must include at least two humanities subjects.
University: Afrikaans, English, history/geography, art/biblical studies, language, math/biology.
Non-university: Afrikaans, English, history/geography, art/biblical studies, biology, housecraft/metalwork.

NATURAL SCIENCE—must include at least two natural science subjects.
University: Afrikaans, English, physical science, biology, math, language/history/geography.
Non-university: same as the university subject set but without the required Higher Grade subjects.

TECHNICAL—must include at least two technical subjects.
University: Afrikaans, English, technical drawing, math, physical science, motor mechanics/bricklaying & plastering.
Non-university: same as the university subject set but without the required Higher Grade subjects.

Representative weekly time allocations for each subject in the senior secondary phase are given in Tables 6 and 7. Non-examination subjects in this phase include religious instruction, physical education, guidance, music, library. However, these subjects are not standard for all education departments and vary somewhat.

The external examinations play the greatest role in this phase. There are two of these examinations: the Junior Certificate (at the end of Standard 8) and the Senior Certificate (at the end of Standard 10).

The Junior Certificate exam has not been administered in the White education departments since the 1950s, except for the National Junior Certificate issued by the Department of National Education (and its predecessor, the Department of Education, Arts and Sciences). At present it is also an internal exam in Indian education. In Coloured education it is presently called the Standard 8 final examination and can be either external or internal, or a combination. The Administration of Coloured Affairs makes these decisions. Black pupils write an external Junior Certificate exam, which is set by the Department of Education and Training (formerly the Department of Bantu Education). In general, the Junior Certificate exam is patterned after the Senior Certificate exam (described below).

Table 6

Senior Secondary Phase Subjects—Transvaal Education

Subject	Standard 8 Periods per week	Standard 8 Minutes per week	Standards 9 & 10 Periods per week	Standards 9 & 10 Minutes per week
Religious Instruction (non-examination)	2	60	2	60
Physical Education (non-examination)	2	60	2	60
Youth Preparedness (non-examination)	2	60	2	60
First Language	7	210	7	210
Second Language	7	210	7	210
A. Technical Field:				
Technical Drawing	7	210	7	210
Trade Theory & Workshop Practice	14	420	13	390
Two Optional Subjects	14	420	14	420
B. Other Fields:				
Subject 1	7	210	7	210
Subject 2	7	210	7	210
Subject 3	7	210	7	210
Subject 4	7	210	7	210

NOTE: Where subjects require periods of time longer than 50 minutes (e.g., science and technical subjects), the school schedules these for double periods.

The Senior Certificate exam (also called the Standard 10 exam) is administered as an external exam in all education departments. The Department of Education and Training, however, (and the Department of Bantu Education before it) uses the Senior Certificate exam of the Department of National Education. In the Transvaal and the Cape certain White schools have been allowed to conduct parts of or even the entire Senior Certificate exam internally. These schools were originally designated as part of an experimental project aimed at improving syllabuses.

In addition to the limited use of internal Senior Certificate exams, education departments have attempted to overcome some of the negative aspects of external examinations by including as part of the final grade marks from the schoolwork during the year. For example, in the Transvaal Education Department, one-third of the final grade is calculated on work during the year. This is the reason that Transvaal marks are so much higher than the other departmental marks. However, in order for pupils to pass, the percentage required in the Transvaal is the same as the percentage required in other education departments.

The regular administration of the Senior Certificate examination is conducted at the end of the school year during November and December. The

Table 7

Senior Secondary Phase Subjects—Coloured Education

Subject	Standards 8, 9, 10 Periods per week	Minutes per week
Scripture (non-examination)	2	60
Physical Education (non-examination)	2	60
School Music (non-examination)	1	30
Vocational Guidance (non-examination)	1	30
Library (non-examination)	1	30
First Language	7	210
Second Language	7	210
Subject 1	7	210
Subject 2	7	210
Subject 3	7	210
Subject 4	7	210

NOTE: Double periods for certain subjects are scheduled, as in Transvaal education. At least one period of each school day is 35 minutes in length. Thus, some of the subjects, depending on when they are scheduled in the day, will actually receive a few more minutes of instruction time than is listed above.

total examination lasts several days, during which pupils write exams in six subjects. Each subject has two or three "question papers," each paper being one to three hours in length. Oral or practical marks are included in language, science, art, music, and some technical subjects. These are finished prior to the written examinations. In order to pass the Senior Certificate examination a pupil must gain an overall 40% and meet specified requirements detailed below, including at least 33⅓% in each subject except First Language (where the requirement is 40%).

The education departments set their own question papers. After each question paper has been set, it is moderated within the department by a panel, in order to ensure that the paper adequately covers the syllabus and is of the proper level of difficulty. From each department the question papers which pertain to university-entrance subjects are sent to the Joint Matriculation Board (J.M.B.) for a second moderation. This ensures that the papers from each department are approximately comparable. (The J.M.B. is described in the section on university admission in Chapter Four.) Besides moderating examinations of education departments, the J.M.B. also sets its own exams, which are written by some of the pupils in South Africa. In fact, it was the J.M.B. which originally set all Senior Certificate question papers. Senior Certificates of pupils who meet the requirements set by the J.M.B. for university entrance will carry the notation "MATRICULATION EXEMPTION." (See Document 7 at the end of this chapter and the section on university entrance in Chapter Four.)

Each of the secondary school fields of study listed above can lead to a Senior Certificate. There are, therefore, a large number of subject examina-

tions. (The subjects which can be used to gain university entrance are listed in Chapter Four in the section on university admission.)

During the middle of the Standard 10 year, pupils register for the subject exams that they want to write. Most pupils write the subjects that they have been taking in the senior secondary phase. In addition to timely registration, some departments (e.g., the Education Division of the Administration of Coloured Affairs) require that principals submit certificates of good conduct or written explanations of why no such certificate should be issued. Most education departments require candidates to write the exams at their own schools. However, a testing center usually must have a minimum of five candidates. Once candidates are registered for a given test center they are not allowed to freely change to another center.

Standard 10 candidates can be categorized as school, private, full-time and part-time. Full-time candidates and school candidates are for the most part synonymous; these are people who are studying at school full-time. Part-time candidates study part-time, usually at special adult education classes. Private candidates are those who are not registered in any courses sponsored by the education department. Part-time and private candidates may be attempting to complete the requirements for the Senior Certificate, or they may be writing specific subjects in order to meet employment or other requirements. For example, immigrants who cannot demonstrate proficiency in either English or Afrikaans may be required to pass the Senior Certificate examinations in one or both of these languages in order to secure certain types of employment. In subjects like these, where a mark for oral work is required, part-time candidates do write a different exam. The marks for practical work awarded as part of the art, music, and technical subjects (but not science subjects) are also not included for part-time candidates.

Higher Grade subjects are each worth 400 points, and Standard Grade subjects, 300. For purposes of counting points, the Second Language Higher Grade carries only 300 points, and is thus considered like a Standard Grade subject. The number of marks allotted to each question is stated with the question as it appears on the question paper. There are both multiple choice and essay questions. The examinations are scored by hand within each education department.

While writing the exams, candidates are not allowed to have books, memoranda, notes, scrap paper or calculators with them. For certain science questions slide rules are allowed. If these provisions are violated, candidates may be disqualified from receiving their Senior Certificate at the current or a subsequent test administration.

With the exception of foreign language examinations, exams are written in either Afrikaans or English. However, except for History, each candidate must use only one language in any given question paper. In History, the candidate may answer the South African history section in Afrikaans and the rest of the paper in English. In the foreign language exams, the language in which each answer is to be written is specified in the question. Candidates who write the Standard Grade Bantu language papers may answer the grammar questions in either English or Afrikaans instead of the Bantu language.

Each person who corrects the examination scripts (answers turned in by

the pupils) is given a memorandum which exactly states the permissable answers. The exam correctors turn in the marks they have assigned to the supervisor in charge of the question paper. The corrected scripts are reviewed and a random sampling from each corrector is checked against the memorandum. If the supervisor of the question paper is satisfied with the work of those who have corrected the exams, the exams and the marks assigned are passed on to the departmental moderators. The current year results are plotted by subject against the results of the previous five years. If there is a large discrepancy between current results and previous results, the current marks are adjusted to conform more closely with the distribution curve for the previous marks.

The Joint Matriculation Board reviews the marks of all subjects which are used for university admission. Each education department submits its marks, the mark distribution curves, and 20 scripts from each question paper. The departmental moderator for each subject can also pass along recommendations to the J.M.B. as to whether or not the marks should be raised or lowered. The J.M.B. reviews this information in order to determine if the marking is proper. Once the J.M.B. has reviewed the results, these results can be released to the candidates. If any questions have been found to be too easy or too difficult, adjustments to correct this are made the following year. Files of previous examinations are kept by each education department and are available to students and teachers to use as an aid in preparing for upcoming examinations.

In order for a candidate to pass the Senior Certificate examination, the following requirements must be met:

- Six subjects must be written. Some examining bodies allow candidates to write a seventh subject as insurance against failing the exam in case not enough subjects are passed (see immediately below).
- The subjects must include English and Afrikaans, one as First Language; the second language may be written as either First or Second Language. There are exceptions for German-speaking students from Southwest Africa/Namibia and for Bantu-speaking students in both South Africa and Southwest Africa/Namibia: these students may substitute their own native language for the First Language requirement; however, they must still include both English and Afrikaans among the six subjects that they write for the Senior Certificate examination.
- No candidate may present more than four languages as subjects.
- No candidate may present the same subject on both the Higher Grade and Standard Grade.
- Each candidate must pass five subjects, including two languages. The general requirement is that these be English and Afrikaans; however, as noted above, German- and Bantu-speaking candidates have the option of substituting their native language for either English or Afrikaans.[3]

3. The Transvaal Education Department requires that in cases where a candidate passes only five subjects, one subject must be passed with at least a D and another subject with at least an E.

- On the examination as a whole, the candidate must accumulate an aggregate of 720 marks (40% of the total possible marks). Only six subjects are counted in reaching the aggregate.

The examination results are issued directly to each candidate and to the school principals for school candidates. These results state the subjects, the designation as to Higher or Standard Grade, the symbol which the candidate obtained in each subject (i.e., the letter grade corresponding to the percentage of marks obtained), and for certificates issued by the J.M.B. itself a symbol corresponding to the aggregate obtained. Other examining bodies do not note the aggregate obtained. Sample Senior Certificates are shown at the end of this chapter. Table 8 lists the correspondences between the symbols and the numerical marks they represent for individual subjects and for the aggregate.

There are two options open to candidates who do not meet the requirements for the Senior Certificate and who wish to attempt it again. They may

Table 8

Correspondences Between Symbols and Numbers of Marking Scale/ Senior Certificate Exam

	Individual Subjects		
A	80-100%	E	40-49%
B	70-79%	F	33⅓%-39%* (lowest passing mark)
C	60-69%		
D	50-59%	G	25-33%†
		H	0-24%†
	Aggregate‡		
A	1680-1800	E_1	950-1049§
B	1470-1679	E	840-849§
C	1260-1469	F_1	720-839§ (lowest passing mark)
D	1050-1259		

*The Transvaal also uses the symbol FX to indicate that although the candidate's combined exam and school marks were passing, the candidate failed the written exam itself and thus failed the subject overall.

†Some education departments have only one symbol to designate all grades below 33⅓%.

‡In the Transvaal, the grades are higher because the Transvaal Education Department includes marks from work during the year. For each Standard Grade subject up to 150 marks can be added, and up to 200 marks can be added for each Higher Grade subject. These school marks are compared with the examination marks. If the averages in any subject differ by more than 2%, the school marks of all pupils are raised or lowered by the amount necessary to make the subject average either 2% higher or lower than the examination average. The aggregate symbols awarded by the Transvaal Education Department are comparable to the aggregate symbols awarded by other examining bodies.

§The symbols E_1 and F_1 are in use currently. Previously, the symbols used were E (current E_1), EE (current E), and F (current F_1). The 950 mark cut-off point for university entrance necessitates splitting the E-symbol range into two sections.

retake all or some of the examinations, or they may have some of their Higher Grade scores converted into Standard Grade scores.

Score conversion is possible when a candidate receives marks between 33⅓ and 39% on a Higher Grade exam. The score is converted to 40% and the subject is then redesignated as Standard Grade. However, the actual marks obtained do not change for purposes of calculating the Senior Certificate aggregate, although the subject symbol is raised from F to E. A second conversion possibility occurs when a candidate obtains between 25 and 33% on a Higher Grade subject. In this case, the score is converted to 33⅓% on the Standard Grade. Again, the original score is used to calculate the aggregate, but the subject symbol is raised from G to F. One subject has a different score conversion procedure; this is the First Language Higher Grade. It may be converted either to Second Language Higher Grade (which for scoring purposes is treated as a Standard Grade subject; see above) or to First Language Standard Grade.

Under certain conditions, candidates may rewrite one or more subjects at a supplementary examination conducted in either January or March, depending on the examining body involved. Illness or other emergencies can be the basis for authorization to take supplementary exams. School candidates may rewrite under some other conditions also. A candidate who has written all six subjects in November and passed three or more may rewrite supplementary exams. Candidates may do this in order to meet either the five-subject passing requirement or the 720-aggregate requirement. Candidates may not use the supplementary exams to rewrite a Standard Grade subject on the Higher Grade. If a rewritten subject exam requires oral or practical marks, the oral or practical marks from the November administration are carried over to the supplementary examination period. Such marks, however, are not carried into future examinations.

Part-time and private candidates can write supplementary examinations in order to pass additional subjects which they need, either for a cumulative Senior Certificate or to meet an academic requirement for employment, etc. Some examining bodies require that a candidate who is working towards a cumulative Senior Certificate must first write all six subjects at one sitting and then complete the Senior Certificate by writing one or two subjects from time to time in order to meet the examination requirements set out above. Other examining bodies do not have such a "first sitting" requirement.

Information About Certificates

Documents 2 and 4 at the end of the chapter show certificates for Standards 5 and 9. The regulations governing the format of certificates issued below the Standard 10/Senior Certificate level are standardized throughout South Africa. The certificates from Standard 5 through Standard 9 are issued by the school principals to the pupils, without any erasures or changes. They are never mailed but are hand-delivered to either the pupils or their parents.

These certificates state the year of the courses and/or examinations, the subjects passed, the level of the course (Higher Grade/H.G. or Standard

Grade/S.G.), and the Standard of each subject. In the higher Standards the letter symbol earned is also shown. On the reverse side of the certificate (not shown in the documents in this book) in the lower left-hand corner is found the signature of the principal. Under that is the principal's name, typed in capital letters with the school stamp below.

Certificates below Standard 10 are issued only when a pupil has complied with the rules of compulsory attendance (see Chapter One) or when a pupil is exempted from further school attendance. For example, a White South African moving to another province or any South African moving to another country is considered exempt from further school attendance in that province, and under optimum conditions would be issued a certificate stating the highest Standard completed in each subject. Sometimes in cases of illness, a pupil who during the first half of the school year has consistently performed at a high level of achievement is issued a certificate for that Standard instead of for the previously completed Standard.

The Senior Certificate, with or without Matriculation Exemption (see Documents 6 and 7 for difference in format), is issued by the education departments directly and not by school principals. Duplicate certificates are not issued, but in cases of loss or destruction of a certificate, the education departments issue statements of pupil achievement.

The Standard 5 Certificate (Document 2) shows some subjects at the Standard 6 level. This means that the pupil was able to pass those subjects at the Standard 6 level but not the others, and thus the pupil did not meet the requirements for completing Standard 6. Sometimes subjects are put on certificates even though they have been failed. This can be done when pupils enroll full-time for the fall term immediately following the school year in which the subject was failed, retake the failed subject, are examined by the school principals at the end of the first term by means of an exam comparable to the one failed, and pass the re-examination. Pupils can make up a maximum of two subjects by this procedure. If pupils fulfill the requirements for passing the Standard which had been failed, they must wait until the next school year begins before enrolling in the next Standard.

TOSTED 163

EXAMPLE OF CERTIFICATE

UITGEREIK DEUR / ISSUED BY

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

Hiermee word gesertifiseer dat ... / This is to certify that

Identiteitsnommer/Identity number .....

in die jaar / in the year 1973 aan al die vereistes voldoen het vir die / satisfied all the examination requirements for the

STANDERD / STANDARD FIVE SERTIFIKAAT / CERTIFICATE

* STUDIERIGTING / FIELD OF STUDY .....

VAKKE GESLAAG / SUBJECTS PASSED	GRAAD/* / GRADE	HOOGSTE STANDERD GESLAAG / HIGHEST STANDARD PASSED
ENGLISH (FIRST LANGUAGE)	-	STANDARD SIX
AFRIKAANS (SECOND LANGUAGE)	-	STANDARD FIVE
MATHEMATICS	-	STANDARD FIVE
HISTORY	-	STANDARD SIX
GEOGRAPHY	-	STANDARD SIX
GENERAL SCIENCE	-	STANDARD FIVE
BASIC TECHNIQUES	-	STANDARD FIVE
HOUSECRAFT	-	STANDARD SIX

Datum van uitreiking / Date of issue 21 JANUARY 1974

DIREKTEUR VAN ONDERWYS
DIRECTOR OF EDUCATION

Hierdie sertifikaat word uitgereik sonder verandering of uitwissing van enige aard / This certificate is issued without alteration or erasure of any kind

* Skrap wat nie opgaan nie van standerd 5 tot 7 / To be deleted as applicable from standards 5 to 7

Die hoogste standerd geslaag is in woorde op die sertifikaat aangetoon / The highest standard passed is indicated in words on the certificate

Document 2. Standard 5 Certificate (White)

BO/BE 184

REPUBLIEK VAN SUID-AFRIKA REPUBLIC OF SOUTH AFRICA

DEPARTEMENT VAN BANTOE-ONDERWYS
DEPARTMENT OF BANTU EDUCATION

Juniorsertifikaat Junior Certificate

Klas EERSTEKLAS / FIRST CLASS Class

TOEGEKEN AAN: AWARDED TO:

Persoonsnr./Identity No. Eksamennr./Exam. No.

Vakke geslaag	Subjects passed	Simbool/Symbol
TSWANA A	TSWANA A	D
AFRIKAANS B	AFRIKAANS B	E
ENGELS B	ENGLISH B	D
SOSIALE STUDIE	SOCIAL STUDIES	C
REKENKUNDE	ARITHMETIC	B
WISKUNDE	MATHEMATICS	B
ALG. NATUURWETENSKAP	GEN. SCIENCE	D
GODSDIENSONDERWYS	RELIGIOUS EDUCATION	B
...	...	

A = 80% en bo/and over; B = 70%-79%; C = 60%-69%; D = 50%-59%; E = 40%-49%; F = 33⅓%-39%. F(B) = Slaag B graad/Pass B grade.

P H. Hemming.
Eksamenbeampte. / Examinations Officer.

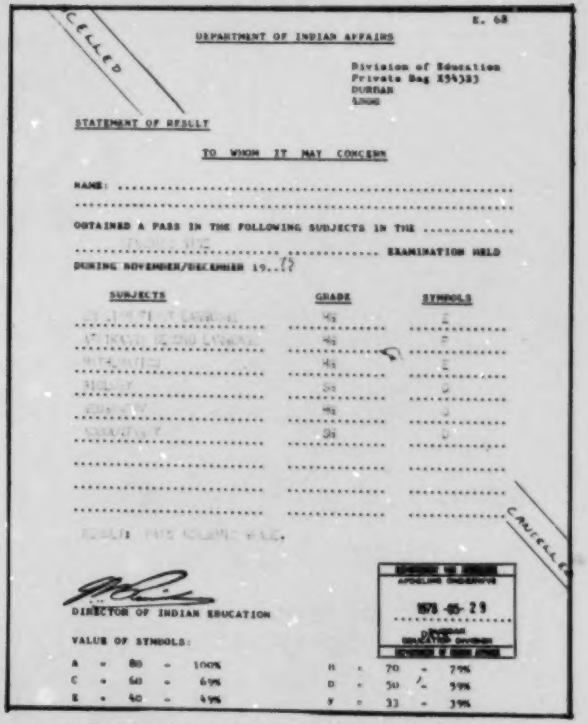
Sekretaris van Bantoe-onderwys. / Secretary for Bantu Education.

Uitgereik sonder verandering of uitwissing / Issued without alteration or erasure

Datum van uitreiking 1-1-74 Date of issue

Document 3. Junior Certificate (Black)

BEST COPY AVAILABLE



E. 68

CELLED

DEPARTMENT OF INDIAN AFFAIRS

Division of Education
Private Bag X54321
DURBAN
4000

STATEMENT OF RESULT

TO WHOM IT MAY CONCERN

NAME: .....

.....

OBTAINED A PASS IN THE FOLLOWING SUBJECTS IN THE .....

..... EXAMINATION HELD

DURING NOVEMBER/DECEMBER 19..77

SUBJECTS	GRADE	SYMBOLS
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

CANCELLED

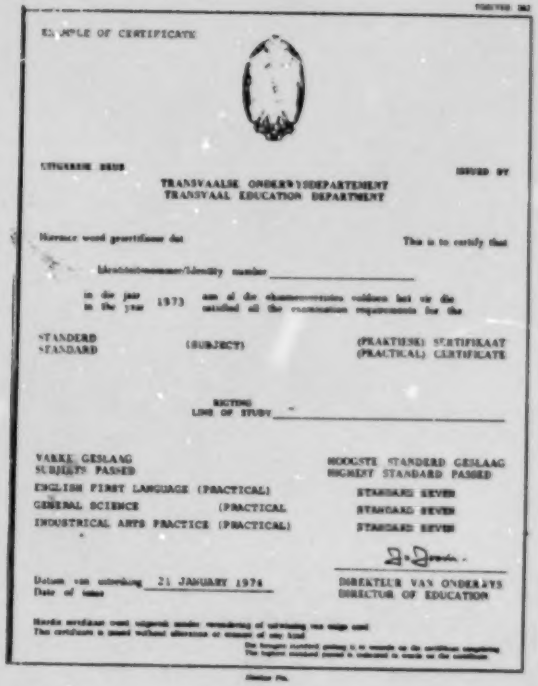
DIRECTOR OF INDIAN EDUCATION

APPEALING OBSERVED
1978 -05- 29
Principal
EDUCATION Officer

VALUE OF SYMBOLS:

A	=	80	- 100%	H	=	70	- 79%
C	=	60	- 69%	D	=	50	- 59%
E	=	40	- 49%	F	=	33	- 39%

Document 4. Standard 9 Certificate (Indian)



EXAMPLE OF CERTIFICATE

UITGEREIK DEUR

ISSUED BY

TRANSVAALSE ONDERWYSDEPARTEMENT
TRANSVAAL EDUCATION DEPARTMENT

Hiermee word gesertifiseer dat

This is to certify that

Identiteitsnommer/Identity number _____

in die jaar 1973 aan al die eksamenvereistes voldoen het en die
in the year satisfied all the examination requirements for the

STANDERD
STANDARD

(SUBJECT)

(PRAKTIESE) SERTIFIKAAT
(PRACTICAL) CERTIFICATE

RIGTING
LINE OF STUDY _____

VAKKE GESLAAG
SUBJECTS PASSED

HOOGSTE STANDERD GESLAAG
HIGHEST STANDARD PASSED

ENGLISH FIRST LANGUAGE (PRACTICAL) STANDARD SEVEN
GENERAL SCIENCE (PRACTICAL STANDARD SEVEN
INDUSTRICAL ARTS PRACTICE (PRACTICAL) STANDARD SEVEN

Datum van uitreiking 21 JANUARY 1976
Date of issue

DIREKTEUR VAN ONDERWYS
DIRECTOR OF EDUCATION

Hierdie sertifikaat word volgens sekere voorwaardes uitgereik
This certificate is issued subject to certain conditions

Document 5. Practical Course Certificate (White)

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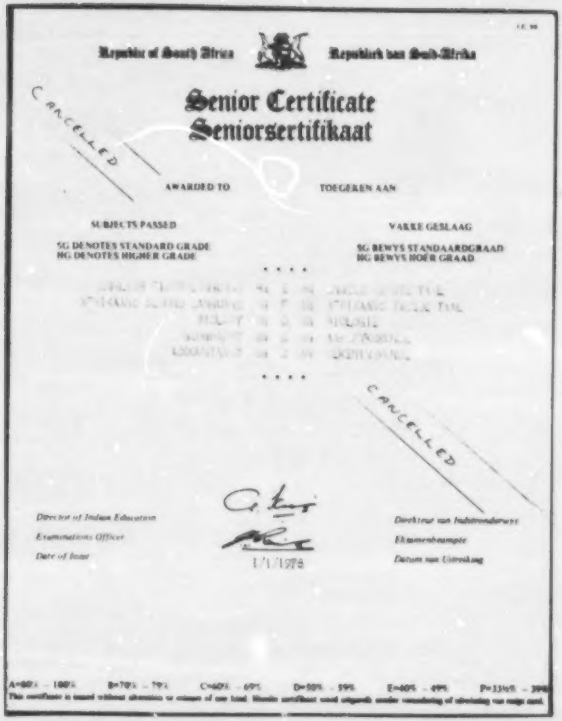


Republic of South Africa Republiek van Suid-Afrika

CANCELLED

Senior Certificate
Seniorsertifikaat

AWARDED TO TOEGEKEN AAN

SUBJECTS PASSED VAKKE GESLAAG

SG DENOTES STANDARD GRADE
HG DENOTES HIGHER GRADE

SG BEWYS STANDAARDGRAAD
HG BEWYS HOËR GRAAD

CANCELLED

Director of Indian Education
Examinations Officer
Date of Issue

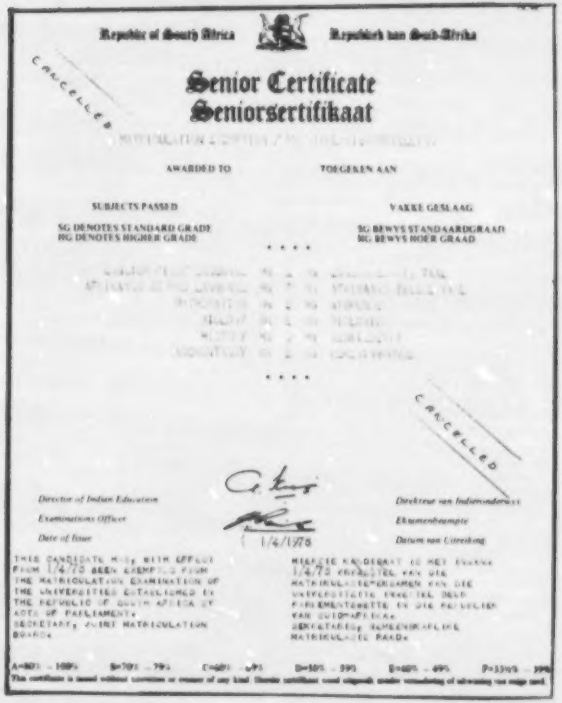
Direkteur van Indiënonderwys
Eksamenbeampte
Datum van Uitreiking

1/1/1978

A=80% – 100% B=70% – 79% C=60% – 69% D=50% – 59% E=40% – 49% F=33⅓% – 39%

This certificate is issued without alterations or erasure of any kind. Hierdie sertifikaat word uitgereik sonder veranderinge of uitwissing van enige aard.

Document 6. Senior Certificate (Indian)



Republic of South Africa Republiek van Suid-Afrika

CANCELLED

Senior Certificate
Seniorsertifikaat

AWARDED TO TOEGEKEN AAN

SUBJECTS PASSED VAKKE GESLAAG

SG DENOTES STANDARD GRADE
HG DENOTES HIGHER GRADE

SG BEWYS STANDAARDGRAAD
HG BEWYS HOËR GRAAD

CANCELLED

Director of Indian Education
Examinations Officer
Date of Issue

Direkteur van Indiënonderwys
Eksamenbeampte
Datum van Uitreiking

1/4/1978

THIS CANDIDATE HAS WITH EFFECT FROM 1/4/73 BEEN EXEMPTED FROM THE MATRICULATION EXAMINATION OF THE UNIVERSITIES ESTABLISHED BY THE REPUBLIC OF SOUTH AFRICA BY ACTS OF PARLIAMENT.
SECRETARY, JOINT MATRICULATION BOARD.

HIERDIE KANDIDAAT IS MET UITWERKING VAN 1/4/73 VRYGESTEL VAN DIE MATRIKULASIE-EKSAMEN VAN DIE UNIVERSITEITE GESTIG DEUR DIE PARLEMENTSWETTE TE DIE REPUBLIEK VAN SUID-AFRIKA.
SEKRETARIS, GEMEENSKAPLIKE MATRIKULASIE RAAD.

A=80% – 100% B=70% – 79% C=60% – 69% D=50% – 59% E=40% – 49% F=33⅓% – 39%

This certificate is issued without alterations or erasure of any kind. Hierdie sertifikaat word uitgereik sonder veranderinge of uitwissing van enige aard.

Document 7. Senior Certificate/Matriculation Exemption

BEST COPY AVAILABLE

Chapter Four

University Education

General Remarks on Tertiary Education

Tertiary education is conducted at universities, technikons, teacher training colleges, nursing hospitals (certain courses), the South African Defense Force College (for officers), the College of Forestry (for Whites), and at the South African Merchant Navy Academy General Botha (for Whites). All of these institutions require the Senior Certificate (some with Matriculation Exemption) as the minimum educational level for entrance into their courses.

There are other institutions which provide "post-school" training, i.e., training which is not tertiary but at the same time is outside the primary and secondary school system. These post-school courses are conducted at technical colleges and/or institutes (for apprentices), agricultural colleges, nursing hospitals (certain courses), a merchant seaman's college (for Coloureds), the South African Defense Force College (for enlisted members), a school of the South African Chamber of Mines, the South African Police College, training centers of the South African Railways, theological colleges and seminaries, and primary teacher training schools (for some Black and Coloured teachers). In-service training by various government departments also falls into this post-school category. The instruction provided by these courses is of a very non-academic nature.

The educational documents which can be obtained for completion of these courses are degrees (at universities only), diplomas and certificates. Some of these certificates are non-tertiary—for example, the Government Certificates of Competency issued by the Department of Labour.

The various institutions listed above can be grouped according to governance and control. Private institutions are those which have been established by individuals or private organizations, e.g., the South African Chamber of Mines school, theological schools and correspondence colleges. State institutions are run by the government directly, e.g., technical colleges and Non-White universities. Autonomous institutions are those which have been created by government legislation but which are self-governing, e.g., White universities and technikons.

Each training program, whether at university, technikon, or other type of institution, is designed to equip people for specific jobs in society. For example, degree engineers do not compete with diploma engineers for the

same posts; the latter usually work as assistants to the former. One exception to this non-overlapping is found in pharmacy (see "South African Pharmacy Board" in Chapter Seven) where diploma and degree pharmacists are trained for the same range of jobs.

Universities

The South African pattern of university organization (as set forth in the van Wyk de Vries Report of 1974) is as follows: (1) a chancellor (usually a ceremonial post); (2) a principal or rector (who oversees the daily operation of the university); (3) a council (consisting of non-academic persons, some of whom are appointed by the government, along with donors, alumni and the local community; has final authority for decision-making); (4) a senate (consisting of professors and representatives from other academic ranks; makes decisions on academic matters); (5) a convocation (consisting of alumni); (6) members of the academic staff (divided into departments and groups of departments called faculties); (7) students. There are also several inter-university organizations. Among them are the Council of University Principals, whose job it is to advise the Minister of Education; the Advisory Council on Universities; and the Joint Matriculation Board (J.M.B.), which controls admission to bachelor's programs. Each university also has an administrative officer, called a registrar, who assists the principal in running the university. The registrar has several assistant registrars, each overseeing a specific area of the university, e.g., academics, admissions, finance.

The head of a department is usually a professor. Often there is only one professor per department. Although there are some assistant and associate professors, the next highest teaching rank is usually senior lecturer, followed by lecturer, junior lecturer, and demonstrator, in that order. The head of a faculty is called a dean.

Non-White universities are state institutions, while White universities are autonomous. However, even at White universities the government has to approve the following: (1) the creation and filling of new pensionable posts; (2) regulations relating to the constitution of the senate, studies, instruction, examinations and discipline of the university; (3) regulations relating to university admissions; (4) certain specified extensions and expansions; and (5) the discharge of an incumbent who appeals to the Minister of Education. The government also sets the subsidy formula for the universities, which at present gives money to each university based on headcount. It also specifies the maximum length of time that a university can receive subsidy money for a given student. This time period is determined by the minimum length of study for the degree or diploma program that the student is following. The government also administers the university pension schemes.

Facilities at White universities keep pace with developments throughout the world. There has been some concern, however, that library holdings are not sufficient for advanced research. And the imposition of a 15% surcharge on books in 1977 did not allay this concern. Facilities at Non-White universities fall short of the standard at the White universities.

Admission to Bachelor's Degree Courses of Study

Admission to undergraduate study leading to a bachelor's degree is controlled by the Joint Matriculation Board (J.M.B.). The J.M.B. was first created in 1916 as an examining body for the universities. Its examination is called the Matriculation Examination, and students who pass it receive Matriculation Certificates, which allow them to enroll for bachelor's degrees. Over the years the J.M.B. has also become the body which coordinates the Senior Certificate exams of the education departments, and it now grants exemption from its own exams to students taking the Senior Certificate exam who meet the requirements listed below for admission to bachelor's degree courses of study. In such cases, the Senior Certificates are endorsed with "MATRICULATION EXEMPTION" (see Document 7 at the end of Chapter Three).

The J.M.B. gives three types of exemption endorsements: full, partial, and conditional. Full exemption means that the person has met all of the J.M.B. requirements for admission to a bachelor's degree course of study. Partial exemption means that the person has passed two of the three Higher Grade subjects (see requirements below) and has five years to make up the deficient Higher Grade subject. Conditional exemption is awarded to two categories of people: immigrants and those who are more than 23 years of age. Under conditional exemption, immigrants are allowed to enter university without having met the requirement to have passed both official languages. However, they must make up the deficiency before they can be awarded degrees. For persons over 23, conditional exemption means that they do not have to take the full six subjects at one sitting but may accumulate subjects until four have been passed. At that point such a person may be granted conditional exemption and may enter a university if the university enrolls conditionally exempted students. A person over 23 who receives such a conditional exemption then has five years or more (the time-limit depends on the length of the course of study for the bachelor's degree) in which to make up the remaining two subjects. University courses may be used to fulfill these two subjects. Many older Blacks gain university entrance in this way. (See Document 9, "Credit Certificate," from the University of Durban-Westville, which shows how universities record credit for students with conditional exemptions.)

Before 1976, in order to meet the J.M.B. requirements for university entrance, the student had to do the following:

1. Write a minimum of six and a maximum of seven subjects.
2. Pass at least five subjects at the same examination administration.
3. Offer the following subjects:
   —an official language (which in addition to English and Afrikaans could be German or a Bantu language; see "Senior Secondary Education" in Chapter Three) on the Higher Grade;
   —a second language, either official, foreign, or Bantu, on either the Higher Grade or Lower Grade;
   —a third language or a science or mathematics;

—a fourth language or mathematics or biblical studies or history or geography.

4. Obtain a pass mark of at least 40% in each of the subjects listed in 3.
5. Offer two more subjects from the groups above or from a fifth group, which included commercial, housecraft (similar to home economics), agricultural and music subjects, provided that not more than four languages in all, and not more than two Bantu languages, were offered.

In 1976 the subjects were reorganized into six groupings (see Table 9). The exemption endorsement requirements were restated in terms of these new subject groupings, as well as in terms of some other modifications. Now the student must do the following:

1. Take either six or seven subjects during one examination period (the seventh subject was explained under "Senior Secondary Education" in Chapter Three). If seven are taken, then the lowest score can be discounted in determining the candidate's aggregate if that score is not in one of the mandatory subjects listed in the remaining requirements.
2. Pass at least five subjects.
3. Obtain a minimum aggregate (i.e., overall score) of 950, which represents almost 45% of the total points possible. In the Transvaal the minimum aggregate is 1,425, but this includes marks added to each subject for work during the year (see "Senior Secondary Education," Chapter Three.).
4. Pass the two official languages (English and Afrikaans), subject to the following provisions:
   —German-speaking candidates from Southwest Africa/Namibia may offer German (Mother Tongue) in place of either English or Afrikaans; however, the official language which is not offered on the Higher Grade must be presented as a Group D (see Table 9) subject.
   —Bantu-speaking candidates may offer their mother tongue in place of either English or Afrikaans (if the language is listed as a subject); however, the official language which is not offered on the Higher Grade must be presented as a Group D (see Table 9) subject.
   —Other candidates take one official language as First Language Higher Grade and the other as either First or Second Language Higher Grade.
   —For purposes of this requirement, a First Language Higher Grade score may be converted to Second Language Higher Grade. (See "Senior Secondary Education" in Chapter Three for explanation of score conversion).
5. Have as the remaining four subjects passed, either
   —One from each of Groups C, D, E, and F (see Table 9), or
   —two subjects from Group C or E and one subject from each of two other groups.
6. Pass at least three subjects on the Higher Grade, of which one shall be an official First Language and two shall be from Groups B, C, D, or E (see Table 9), or Accountancy Higher Grade (Group F).

Table 9

Matriculation Examination Subjects

Group A:

Afrikaans First Language Higher Grade; Afrikaans Second Language Higher Grade; English First Language Higher Grade, English Second Language Higher Grade.

Group B:

Mathematics Higher Grade; Mathematics Standard Grade.

Group C:

Biology Higher Grade; Biology Standard Grade; Physical Science Higher Grade; Physical Science Standard Grade.

Group D:

Any Bantu language Higher Grade selected from Kwanyama, Lozi, Ndonga, Northern Sotho, Southern Sotho, Tsonga, Tswana, Venda, Xhosa, and Zulu.

Any Bantu language Standard Grade selected from Northern Sotho, Southern Sotho, Tsonga, Tswana, Venda, Xhosa, and Zulu.

French Higher Grade; German Higher Grade (Mother Tongue); German Higher Grade (Third Language); Greek Standard Grade; Hebrew Higher Grade; Italian Standard Grade; Latin Higher Grade; Portuguese Standard Grade; Spanish Standard Grade.

Group E:

Art Higher Grade (not to be offered by private candidates); Art Standard Grade (not to be offered by private candidates); Biblical Studies Higher Grade; Biblical Studies Standard Grade; Economics Higher Grade; Economics Standard Grade; Geography Higher Grade; Geography Standard Grade; History Higher Grade; History Standard Grade; Music Higher Grade; Music Standard Grade.

Group F:

Accountancy Higher Grade; Accountancy Standard Grade; Additional Mathematics Higher Grade (not to be offered without Mathematics Higher Grade and only then by candidates offering seven subjects); Agricultural Science Higher Grade; Agricultural Science Standard Grade; Business Economics Standard Grade; Commercial Mathematics Standard Grade (not to be offered with Mathematics Higher/Standard Grade); Home Economics Higher Grade (not to be offered by private candidates); Home Economics Standard Grade (not to be offered by private candidates); Shorthand Standard Grade; Snelskrif Standard Grade (Afrikaans Language Shorthand); Speech and Drama Standard Grade; Typing Standard Grade.

Source: Joint Matriculation Board. *Matriculation Examination Handbook*, 1978.

Exam scripts (written answers turned in by the candidates) are marked by the examining body which gives the exam. The marks for each examining body are adjusted to approach an ogive curve for exam results of the previous five years (see "Senior Secondary Education" in Chapter Three).

There has been much criticism of the J.M.B. exam requirements, since many persons who have met them do not manage to complete even one

year of study at university. One educator has commented that the latest exam format has so many options that it is easy to get a high score. Some universities would like to administer their own entrance exams. However, this would require legislation by Parliament. One clue to predicting the performance of a student on the tertiary level is the number of Higher Grade subjects included in the Senior Certificate exam and the performance on each of these.

Meeting the J.M.B. requirements allows a person to be admitted to university. However, some departments place further restrictions on those who can be admitted. For example, most science departments require that a person have taken math and/or a science in secondary school. The pass level stipulated by science departments is often higher than the 40% pass minimum. Some departments limit the number of students they take because of a lack of facilities, e.g., architecture, clinical psychology, medicine, and quantity surveying. At the University of Fort Hare the social work program limits enrollment because of the lack of job opportunities for graduates.

Undergraduate Degree Courses of Study

Bachelor's degree courses require from three to six years, depending on the field of study and the university. Some subjects, e.g., social work, may require either three or four years, depending on the university and the faculty in which they are offered. The following summary information shows the pattern of minimum period of study:

three years: arts, commerce, military science, nursing, sciences (general), social science, theology (non-professional);

four years: agriculture, domestic science, education, engineering, fine arts, law, music, pharmacy;

five years: architecture, dentistry, veterinary science;

six years: medicine, theology (professional).

Some subjects, such as nursing and social work, are awarded in different faculties at different universities. Social work sometimes leads to an arts degree and sometimes to a Bachelor of Social Science. Nursing can lead to a Bachelor of Science, a Bachelor of Social Science, or a Bachelor of Nursing (abbreviated as B.Cur.). Two bachelor's degrees (the Bachelor of Education and the Bachelor of Laws) are considered post-graduate degrees. At some universities the Bachelor of Divinity is also considered a post-graduate degree. (These degrees are treated in the section on post-graduate study and in the appropriate sections on professional education.) The five- and six-year bachelor's degree courses all involve professional study and are discussed in the chapter on professional education.

The three faculties which award the greatest number of bachelor's degrees (see the "University Fact Sheets" at the end of the chapter for particular statistics) are arts, commerce and sciences. These three are also the faculties which offer the greatest variety of major subjects.

Table 10

Bachelor's Degrees Awarded by the University of South Africa (1977)

Field of Study	Degrees to Whites	Degrees to Non-Whites
Agriculture & Forestry	221	–
Architecture & related Building Sciences	270	2
Arts (including Music)	3,586	57
Commerce & Management	1,639	34
Education & Physical Education (excluding the B.Ed.)	188	–
Engineering	741	10
Fine Arts	111	1
Health Professions (including Medicine)	916	62
Law (excluding the LL.B.)	415	10
Sciences	1,265	10
Social Sciences	358	1
Theology	159	1

SOURCE: Department of National Education, *Annual Report for the Calendar Year 1977*, Table III (Pretoria: Government Printer, 1978).

Enrollment at a university is controlled by ethnic laws, as well as by the Senior Certificate examination results. Each ethnic group has its own university or universities which its members may attend. In general, Non-Whites do not attend White universities. However, when a person wishes to pursue a degree course not offered at the universities open to that person's ethnic group, it is possible that such a person may attend a university for another ethnic group where the desired degree course is offered. The University of South Africa, however, is open to members of all ethnic groups. The number and kinds of bachelor's degrees awarded to Whites and Non-Whites in 1977 are shown in Table 10.

Curricula, syllabuses, and sometimes even book lists can be found in the general university publications about their degree programs. These are called calendars or yearbooks. In many courses, prescribed books are supplemented by printed notes issued by the departments. At the University of the Western Cape, for example, this is done principaliy to reduce the money students must spend for books.

Once a student has passed a course, it is not automatically credited to that student's academic record as partial fulfillment of degree requirements. In order for a student to earn credit for courses taken in a given year, the student must write a specified number of exams (set out in the university calendar) and pass a certain number of those exams. For example, an arts student at the University of Durban-Westville who writes only one final exam and passes it will get no credit for that course. But if that same student had written two or more exams and had passed only one, then credit for the

passed course would have been granted. Similar restrictions apply at the other universities. UNISA has a somewhat different system with its modules. (See section on UNISA.) Universities dismiss students who fail to get any credits by the end of their second year of attendance.

Bachelor of Arts. The Bachelor of Arts (B.A.) degree is not a general liberal arts degree. It involves specialization without original research techniques. A course of study leading to a B.A. consists of a minimum of 10 and a maximum of 12 year-long courses, or the equivalent in semester courses. Two exceptions are the University of Cape Town, which requires a minimum of 9 courses, and the University of the North, which requires a minimum of 11. Each B.A. curriculum requires two major subjects, except for the University of Cape Town (which requires only one) and the Rand Afrikaans University (which offers its students the choice between two major subjects or one major and two secondary subjects). The major subjects are often the only subjects a student takes in the third (i.e., final) year. Most major subjects require three years of study. However, there are some two-year major subjects. The following is the most common course pattern: 4 or 5 subjects the first year (except at the University of Durban-Westville where 6 are allowed), 4 or 5 the second year, and 2 or 3 the third year. In addition to the major subject requirement, some universities have distribution requirements in non-major subjects, and require a certain number of humanities subjects, social science subjects, etc. Other universities state their distribution requirements in terms of subjects to be selected from a specified number of departments. One Non-White university has decided to tighten its B.A. requirements because too many students have been taking the easier courses and cannot find employment afterwards.

Most university lecture periods are 40 minutes long. Arts courses meet 4 or 5 times a week for lectures. In addition, many courses have a type of class meeting called a "tutorial," designed to afford students the opportunity to raise questions about the subject matter covered in lectures and in out-of-class reading. Many tutorials are taught by graduate assistants. When tutorials are part of a course, they usually are held once a week. Tutorials are optional in some courses, required in others.

Bachelor of Science. The Bachelor of Science curricula generally require a minimum of 9 year-long courses or the equivalent in semester courses. The University of Cape Town requires 8. The University of the Orange Free State requires 20 semester courses. The University of South Africa (UNISA) and the University of Natal have very different systems from the other universities. UNISA offers courses in modules and requires 30 modules. The University of Natal has a credit system and requires 110 credits. First- and second-year courses are worth 12 credits each; third-year courses are worth 16 credits each. The University of Stellenbosch also assigns credits to its science courses, but the graduation requirements are stated in terms of 18 semester courses.

At most universities the curriculum is so structured that a student takes

4 or 5 courses the first year, 3 or 4 the second (except for the University of Stellenbosch which allows only 4 semester courses), and 2 or 3 in the third year. Lectures are usually 40 minutes long and meet 3 or 4 times a week. Practicals (laboratory sessions where students perform experiments) are three hours long. There is one practical a week per science course in the first year and two per week per course in the second and third years. Tutorials are also part of science courses. They vary in length and frequency of meeting, often being the same length as the lectures. However, the University of Stellenbosch has 1½-hour tutorials.

Bachelor of Commerce. The Bachelor of Commerce (B.Com.) curricula are not stated in terms of required number of courses, since the courses prescribed for the B.Com. degree vary according to the major subject. Most universities offer a B.Com. (general) as well as specialized B.Com. degrees. (These are included in the information given in the fact sheets at the end of the chapter.) The number of courses for a B.Com. (general) ranges from 11 at the University of Cape Town to 15 at the University of Durban-Westville.

Undergraduate Grading Systems, Transfer, Exams, and Academic Records

South African education has been and still is very much exam oriented. There are some university faculties, e.g., the arts faculty at the University of Cape Town, in which the mark a student receives for a course is based solely on the final exam. At the University of Cape Town, and also at the University of the Witwatersrand, the student is required only to be certified as having "duly performed" the work during the year in order to be admitted to the final exam. Other universities, such as the University of Fort Hare and the University of the Orange Free State, require a specified numerical percentage in the work during the term before a student can take the final exam (40% at Fort Hare and 45% at the Orange Free State). At all universities the pass level for an undergraduate course is 50%.

Grading System. Many universities base the grade a student receives on a combination of work during the term and the final exam grade. At Durban-Westville, 25% of the total grade comes from work during the term (class work) and 75% from the exam. Witwatersrand allows flexibility and states that a maximum of 50% of the final grade can be for work during the year. The Western Cape has a split of 40% for class work and 60% for exam. By far, the most common pattern is 50% each for class work and exam.

Examinations. Examinations are made up of questions grouped into "papers." At many universities the student must get an overall average of 40% on the exam in order to pass the course. Thus a student can fail a paper but still pass the exam. Then, in order to pass the course, the class work must be good enough to bring the overall grade to 50% or better. Where an

exam consists of more than one paper, a sub-minimum of 30% is required in each paper. UNISA's requirements for a pass are 50% in the exam and a 40% sub-minimum in each paper. When a student fails a course, the entire course must be repeated, including the section(s) which was (were) passed.

There are two types of special exams: aegrotat and supplementary. Aegrotat exams can be given when a student is unable to write the regularly scheduled final exam because of illness or other similar emergency. Supplementary exams may be allowed when a student has failed the regular exam by only a small percentage and has met certain additional criteria required by the university involved, such as having failed no other exams that term, and needing this one course in order to proceed to the next year of study. Within a given university the regulations governing supplementary exams may vary from one faculty to the next.

One feature of the South African exam system that has been mentioned in earlier sections is the external examiner. Some university departments require external examiners in all their courses. Others use external examiners for only the final courses. External examiners may come from other universities or from other faculties in the same university.

Transfer. Under certain conditions a student can be exempted from some courses based on courses completed elsewhere. Such exemption (similar to transfer credit) is regulated by the 1955 act controlling universities. No university may grant exemption for more than half of the degree curriculum, or for courses completed before the student had obtained a Matriculation Exemption Certificate. In general, universities do not grant exemption for work at institutions other than universities. However, there are exceptions, and more can be expected in the future as universities, technikons and teacher training colleges work together more closely. One such current exemption involves the acceptance of some math and teacher diploma courses from technikons. In previous years, universities granted some exemptions to holders of British GCE A-level passes, but this practice has been discontinued.

Degrees Awarded with Distinction. For most universities "with distinction/cum laude" means that the student obtained 75% or better in the major subjects in the final year. Particular requirements, where available, are included in the University Fact Sheets at the end of the chapter. However, the following statistics give a representative picture of how many students get a degree with distinction. At the University of Port Elizabeth in 1977, out of 63 B.Com. degrees, two were awarded with distinction. Out of 32 B.Sc. degrees, three were awarded with distinction. And out of 155 B.A. degrees, six were awarded with distinction. Degrees at some universities are awarded with distinction in a subject. Usually students must obtain 75% or better in a major subject in their final year to obtain distinction in a subject.

In general, the "good" student is one who completes the curriculum in the minimum amount of time specified, gets at least 50% on exams, and has an average mark around 60%. Such students will normally be admitted to post-graduate study.

Transcripts. A student's performance is shown on the academic record. There is no standard format for university transcripts as there is with secondary school documents. The academic record shows the results in all courses that a student ever enrolled in, no matter whether they were passed, failed, or dropped before the end of the term. (Several sample documents are included in the University Fact Sheets at the end of this chapter.) The academic record will usually show the numerical grade in a course (sometimes rounded off to the nearest 5%, as at the University of Port Elizabeth). The University of Stellenbosch shows both the class mark and the final exam mark. The class mark reflects work done during the term. Some university transcripts will indicate whether or not the student took a supplementary/aegrotat exam. Other information besides grades is shown; however, there are differences among the various universities.

One thing which may not always be apparent is whether a course is a semester or year course. In general, if the course title includes a Roman Numeral it can be assumed to be a year course, and the Roman Numeral indicates the level—I is first level, II is second level, etc. A course with a three-digit number may be either a year course or a semester course. Where information on the significance of the digits is available, it has been included with other information in the University Fact Sheets at the end of the chapter. Some transcripts indicate whether or not a student was refused admittance to an exam because of failure to meet the class work requirements. Where a course appears with no grade and only the designation "pass," it may be assumed that there was no final exam. Fort Hare uses the notation "did not write" which indicates that the student was eligible to write the exam but did not show up to do so. Port Elizabeth uses numbers to indicate similar types of information, but its transcripts do not explain them. Transcripts from Afrikaans-language universities are issued in English on request.

Copies of students' academic records are never issued to students but only to other universities. However, either the university in which a student seeks to enroll or the student can request that a copy of the academic record be forwarded to that university.

When students wish to obtain information about their work from the universities, the universities issue to them documents (sometimes called Statements of Credits Obtained) which show only the courses that they have accumulated toward the degree. Failed courses and courses which cannot count for degree requirements are not included in these documents. Furthermore, these documents usually show a letter symbol (A, B, C, etc.) and not the actual numerical grade. The correspondence between numerical grades and letter symbols is shown in the University Fact Sheets when this information is available. Some universities use four classes of passes instead of letter symbols. These classes are the following:

First Class (rarely given)
Second Class Upper or Second Class (Division One) (good)
Second Class or Second Class (Division Two) (above average)
Third Class (average)

The term "Second Class Lower" to correspond to Second Class Upper is used in only a few universities. In general, the First Class pass and the A symbol are considered to be passes "with distinction." Distinction in one or more subjects is awarded as well as the entire degree with distinction (as noted above).

Universities also enroll students who are not seeking degrees, diplomas or certificates. They are called "occasional" students. Reports can also be obtained for their coursework.

Diploma, Certificate and Licentiate Courses of Study (Undergraduate and Post-Graduate)

Admission to an undergraduate degree course as noted above is restricted to those who have met the requirements set by the Joint Matriculation Board. These requirements are designed to measure ability (the Higher Grade and aggregate requirements) as well as to ensure that a breadth of subject matter within each secondary field of study has been covered. However, there are students who may not meet the J.M.B. requirements and yet are capable of university-level work. For them the non-graduate diploma and certificate courses afford the opportunity for university study. Many of these non-graduate diploma courses include the same course of study as the bachelor's degree in the same field; for example, the Diploma in Social Science (Social Work) at the University of Cape Town is the same as the B.Soc.Sci. (Social Work) at Cape Town. Some non-graduate diplomas follow the same curriculum and syllabuses as the corresponding honours degree: the Advanced Diploma in State and Municipal Administration at the University of the Orange Free State follows the same curriculum and syllabuses as the B.Administration Honours. There are, on the other hand, instances where the diploma course is not as strenuous as the degree course. Information concerning requirements for each diploma is usually available in the university calendar or from the university departments concerned.

There is a second category of university diplomas: post-graduate. Post-graduate diploma courses require the student to have obtained a bachelor's degree.

Certificate and licentiate courses are not divided into undergraduate and post-graduate categories. All are considered non-graduate. They are less numerous than the diploma courses and are tied closely to employment requirements. Examples are the Certificate in the Theory of Accountancy (see "Public Accountants and Auditors' Board" in Chapter Seven), the Certificate in Theology, and the Licentiate in Music.

Diploma titles usually do not indicate whether the diploma course is non- or post-graduate. For example, the term "Higher," which refers to courses of study beyond the beginner's level, sometimes is used for diploma courses which have a bachelor's degree entrance requirement (e.g., the Higher Diploma in Librarianship), but it is also used for education diploma courses which do not have this degree requirement (e.g., the Higher Education Diploma). When a Higher Diploma in Education is issued to a person who

has previously obtained the bachelor's degree the diploma will be endorsed with the words "Post-Graduate." But this endorsement is not used on diplomas in other fields of study. The term "Advanced" also indicates that the diploma course is not the first course in that field. However, there are diploma courses which include subject matter of an advanced nature without either "advanced" or "higher" in their titles.

Coursework in diploma programs is marked according to the same parameters as work in degree courses. Many diplomas are awarded with distinction, but available information does not indicate whether or not this option is available for all diploma courses.

Graduate Study for Degrees

The three types of graduate degrees (called post-graduate in South Africa) are the honours, the master's, and the doctorate. In addition, there are two bachelor's degrees (the B.Ed. and the LL.B.) which are considered the equivalent of the honours degree in their fields. Some universities also consider the Bachelor of Divinity as a type of honours degree. There are also post-graduate diplomas (see previous section).

At most universities, honours degrees are awarded only in fields which have three-year bachelor's degrees. The University of South Africa (UNISA) is one exception to this. It offers honours degrees in all faculties except law and education. But it is now modifying the honours requirement for bachelor's degree courses which have a minimum length of more than three years and is allowing students to proceed directly to study for the master's degree.

Honours entrance requirements vary from university to university, and even within a given university. The usual requirement is a bachelor's degree with above average performance. The University of the Witwatersrand and the University of the Western Cape have cut-off scores. Witwatersrand requires honours students to have a second class upper pass in the final undergraduate year. Western Cape requires 60% in the major subject in the final undergraduate year. At the Orange Free State each department sets its own requirement. The thought at some universities is to select for admission to the honours course only those students who are good enough for the department to assume they will not fail. The honours degree gives students research tools needed for graduate work. It is a greater specialization than the bachelor's. There are some subjects not offered at the bachelor's level but at the honours level (e.g., operations analysis).

In post-graduate study, the Joint Matriculation Board plays no role in determining admission requirements. Thus, a South African who does not earn university entrance for a bachelor's degree can get the degree overseas and return to South Africa for post-graduate study. Traditionally, post-graduate study programs have not included much classroom instruction. However, the amount of classroom instruction is steadily increasing at the honours, master's, and doctoral levels.

Honours curricula vary from university to university. At some (e.g., Pretoria) the awarding of the degree is based entirely on examination. No re-

search paper is involved. At UNISA the work for the honours degree requires both an exam and a written dissertation. (The term thesis is reserved for written research at the doctoral level.) The pass level for honours work is 50%, except in Western Cape's science faculty where it is 60%. Passes in the honours year are awarded with the same types of quality notations as bachelor's degrees, except that some universities do not split the second class pass into two divisions. Honours degrees may be awarded with distinction, usually defined as a 75% average or better. At all universities the course of study lasts one year for full-time students.

The master's degree is the next higher post-graduate degree. In order to be admitted to this course of study a person must have earned a bachelor's degree. Where the bachelor's degree program requires fewer than four years, a person must also show proof of having studied an additional year, usually in an honours program. Some universities make the promotion from honours to master's automatic; others do not. Sometimes a person is admitted directly to the master's course from a three-year bachelor's course. However, extra work is usually required, and sometimes an honours equivalency exam must be passed.

There is at least one class of exception to the requirement that in order to enter a master's course the person must already hold a bachelor's degree. This exception involves pharmacy. Holders of the Diploma in Pharmacy of the South African Pharmacy Board (see that section in Chapter Seven) enroll in the Master's in Pharmacy course in at least one of the South African universities. The diploma course in pharmacy and the degree course are both controlled by the South African Pharmacy Board and are intended to be comparable. Therefore, several universities consider that diploma holders are as qualified for post-graduate work as degree holders.

The type of study required for earning a master's varies. Some departments (e.g., the Mathematics Department at the University of Pretoria) award the degree entirely on the basis of examination. Others, such as the University of Transkei, allow master's students the choice of an exam or a dissertation. Some universities require a dissertation only. But most departments in universities require a combination of exam and dissertation. The exact proportion of study devoted to each requirement varies from department to department.

The course of study for the master's usually lasts one to two years for full-time students. However, two programs at UNISA require more than two years—the Master's in Administration and the Master's in Business Leadership. Part-time students will generally take longer. In fact, at some universities the regulations state that part-time students must take more time to complete their degree requirements. There is a maximum time-limit (usually five years) by which a student must be finished or be forced out of the program. The master's degree may be awarded with distinction. However, the decision as to what qualifies for distinction is often left to the faculty awarding the degree.

There are several types of doctorates in South Africa. The doctor of philosophy when abbreviated as Ph.D. is always an earned doctorate. When abbreviated as D.Phil. it may be either (1) a degree conferred on the basis of

a university course of study or (2) a degree awarded for published work based on scholarly research independently pursued. Other doctorates are similar to the D.Phil. in this respect. And in many university departments more than one doctorate can be awarded. For example, there are three doctorates in town and regional planning awarded by the University of the Witwatersrand: Ph.D. (in town and regional planning), Doctor of Science (Town and Regional Planning), and Doctor of Town and Regional Planning. Only the Ph.D. is awarded for supervised research as a university student. The distinction between the D.Sc. (T R.P.) and the D.T.R.P. is the amount of published research.

The minimum time in which a Ph.D. can be earned is three years after the bachelor's degree. However, four years of study is most common for those who have earned a three-year bachelor's degree (one for the honours degree, one for the master's, and two for the Ph.D.).

Transcripts of master's and doctoral study are less detailed than those of honours and bachelor's work, frequently indicating only whether the student passed or failed.

The University of South Africa

The University of South Africa (UNISA) occupies a unique position within the South African university community, as detailed in the section entitled "Historical Sketch of Education" (Chapter One). It is the only university to offer degrees by correspondence. Of necessity, different approaches are required to compensate for the lack of face-to-face interaction between lecturers and students. The general structure of courses includes study guides produced by UNISA, with written assignments, as well as commercial textbooks. The assignments are graded by the lecturers, who are supposed to put copious comments in the margins and provide also a narrative commentary. A model answer is sent along with an evaluation table so that students can determine how they compare with other students in the course. In addition to this, the lecturers send out a tutorial letter to those students who submit a given assignment. Examinations are conducted at centers throughout South Africa and at more than 50 centers in the rest of the world. In order to be admitted to an exam, the student must have completed a specified number of assignments.

During the year lecturers visit many of the South African centers to meet with students. The norm is two visits a year per center. The first visit is to acquaint students with the subject matter, and the second is to answer questions which students may not have resolved through correspondence. The number of visits to a given center may be altered up or down. If there are too few students, a department may cancel its visits. And conversely, if students in a given region are having unusual difficulty, the department will try to arrange for extra visits. All visits are arranged to accommodate working students, and are usually scheduled over weekends. In between center visits, students are free to travel to UNISA to meet with lecturers on an individual basis.

Science subjects pose a special problem because of the nature of laboratory work. Students in Physics I and Chemistry I are brought to UNISA for a condensed practical course. Physics II and III students take a similar course at Witwatersrand. Chemistry II and III students take such a course at technikons. Students in biology, botany and zoology must find a tutor and a laboratory that meet UNISA approval.

The science and theology faculties have instituted course modules. These modules are similar to, but usually smaller than, the papers of traditional university examinations (see examination section above). One of the aims of the modules is to allow a student to retain credit for passing part of a course, when the student fails the course as a whole. Credit may be retained for each module passed, provided a minimum number of modules are written in a given year. Under traditional methods of acquiring courses for a degree it has not been possible to do this.

Post 1978

One large area where change can be expected is in the relations between universities, technikons and teacher training colleges. There has been much pressure for less duplication of effort, as an economy move. The Department of National Education is allowing universities and technikons to collaborate in some areas (e.g., pharmacy). Coordination of university and teacher training college syllabuses and the cooperative use of facilities has begun. In Indian education, for example, a Coordinate Advisory and Academic Committee has been established with members from the University of Durban-Westville, the M. L. Sultan Technikon, and the Springfield Teacher Training College, to study how to avoid duplication and how to establish a basis for a mutual recognition of courses given.

The module system which UNISA has begun using is spreading to other universities. Port Elizabeth has begun or will begin a mini-course system. For example, English I will be broken down into components, such as Shakespeare, phonetics, etc.

Other universities will begin instituting credit systems for accumulating coursework towards graduation, along the lines of those at Natal and Stellenbosch.

Facilities will expand, especially for Non-Whites. In 1979, Fort Hare opened a branch campus in Zwelitsha, the capital of Ciskei, a Xhosa "homeland." The Port Elizabeth campus was located in an open area with a view to its being able to duplicate itself three times by producing adjacent parallel but distinct university units.

The opportunity for Non-Whites to study at White universities, and conversely for Whites to study specialty subjects such as Hindu philosophy, will increase as regulations against strict ethnicity are relaxed. Such study opportunities will first occur on the post-graduate level.

University Fact Sheets and Sample Transcripts

Please note the following in using these fact sheets. Information concerning majors and teaching staff was culled from university calendars and yearbooks and may be incorrect. The presentation of the information relating to academic year and the list of degrees, diplomas, and certificates offered by faculties is not uniform; it is presented in a manner that best reflects the usage in each situation. The abbreviation for the Doctor of Philosophy is included as an aid to determine whether or not a D.Phil. is an earned degree. (The doctor of philosophy when abbreviated as Ph.D. is always an earned doctorate. When abbreviated as D.Phil., it is an earned degree if there is no Ph.D. in the same subject; otherwise it is not an earned degree.) In order to aid U.S. personnel in determining whether diplomas are undergraduate or graduate, the appropriate designations have been added whenever the sources clearly identify the diploma level. "Post-graduate" and "non-graduate" are capitalized, however, whenever they form part of the official diploma title.

University of Cape Town

Postal Address: Private Bag Rondebosch 7700 Telegrams: UNIVERSITY, RONDEBOSCH

Historical Information:
1829—South African College founded.
1918—Officially became the University of Cape Town.
1959—Designated to serve members of the White population group.

Medium of Instruction: English.

Academic Year (1978): 1st Semester, 1st Term: February 27 to April 21; 2nd Term: May 1 to June 16; 2nd Semester, 3rd Term: July 17 to September 5; 4th Term: September 25 to December 8.

Library Holdings (1977): volumes—623,000; periodicals—5,300; records and pamphlets—49,300.

Academic Staff (1977): 698 (full-time); 99 (part-time in medicine).

Enrollment (1977): 9,271.

Degrees, Diplomas & Certificates Awarded (1976):

B.A. (general)	391	Master's degrees	145
B.Sc. (general)	195	Doctor's degrees	43
B.Com.	63	Diplomas and Certificates	
Other bachelor's degrees	491	Undergraduate	183
Honours degrees (including B.Ed. and LL.B.)	196	Post-graduate	258

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

Bachelor of Arts—majors: African languages (Shona, Sotho, Xhosa), Afrikaans, archeology, cultural history of Western Europe, economics, English, geography, Hebrew, history of art, Italian, Latin, mathematics, psychology, public administration, sociology.

Bachelor of Arts (Honours): African languages (Shona, Sotho, Xhosa), Afrikaans en Nederlands, archeology, classics, comparative African government and law, cultural history of Western Europe, economics, economic history, English language and literature, French, geography, German, Greek, Hebrew, history, Latin, mathematics,

philosophy, political science, psychology, religious studies, social anthropology, sociology.

Master of Arts: African languages (Shona, Sotho, Xhosa), Afrikaans en Nederlands, archeology, classics, comparative African government and law, cultural history of Western Europe, economics, economic history, English language and literature, environmental studies, French, geography, German, Greek, Hebrew, history, Latin, librarianship, mathematics, philosophy, political science, psychology, clinical psychology, religious studies, social anthropology, sociology.

Doctor of Philosophy (Ph.D.), Doctor of Literature.

Lower Diploma in Librarianship, Higher Diploma in Librarianship, Bachelor of Music (Librarianship), Final Diploma in Librarianship, Master of Arts in Librarianship.

Performer's Diploma in Speech and Drama, Specialist Teacher's Diploma in Speech and Drama, Specialist Actor's Diploma in Speech and Drama.

Commerce

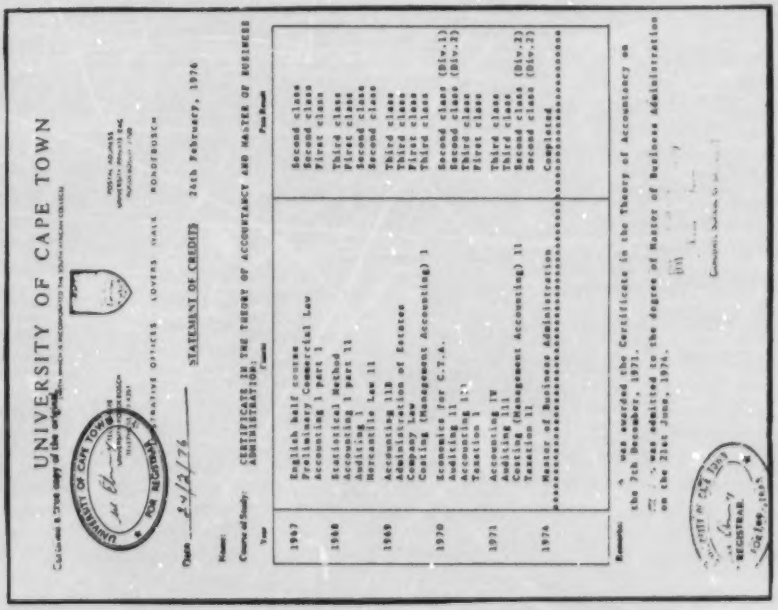
Bachelor of Business Science—majors: actuarial science, banking, business finance, computing and data processing, economics (general), insurance, marketing, mathematical economics, personnel management, psychology, public administration, sociology, statistics & operational research.

Master of Business Science, Master of Business Administration, Advanced Diploma of Business Administration, Post-Graduate (or Advanced) Diploma in Personnel Management and Manpower Development.

Bachelor of Commerce, Bachelor of Commerce (Honours), Master of Commerce.

Doctor of Philosophy (Ph.D.).

Certificate in the Theory of Accountancy, Advanced Diploma in Taxation, Advanced Diploma in Management Accounting.



UNIVERSITY OF CAPE TOWN

Date 24/2/76

STATEMENT OF CREDITS 24th February, 1976

Name:

Course of Study: CERTIFICATE IN THE THEORY OF ACCOUNTANCY AND MASTER OF BUSINESS ADMINISTRATION: Part-time

Year		
1967	English half course	Second class
	Preliminary Commercial Law	Second class
	Accounting I part I	First class
1968	Statistical Method	Third class
	Accounting I part II	First class
	Auditing I	Second class
	Mercantile Law II	Second class
1969	Accounting IIA	Third class
	Administration of Estates	Third class
	Company Law	First class
	Costing (Management Accounting) I	Third class
1970	Economics for C.T.A.	Second class (Div.II)
	Auditing II	Second class (Div.II)
	Accounting II	Third class
	Taxation I	First class
1971	Accounting IV	Third class
	Auditing III	Third class
	Costing (Management Accounting) II	Second class (Div.II)
	Taxation II	Second class (Div.II)
1974	Master of Business Administration	Completed

Remarks: [illegible] was awarded the Certificate in the Theory of Accountancy on the 7th December, 1971.

[illegible] was admitted to the degree of Master of Business Administration on the 21st June, 1974.

Document 8. Statement of Credit

BEST COPY AVAILABLE

Education

Bachelor of Education; Master of Education; Doctor of Philosophy; Higher Diploma in Education (Post-Graduate):Secondary; Higher Diploma in Education (Technical): Secondary; Higher Diploma in Education (Commerce):Secondary; Higher Diploma in Education (Home Economics):Secondary; Higher Diploma in Education (Post-Graduate):Primary; Bachelor's Degree in Primary Education; Diploma in Specialised Education:Special Class; Diploma in Specialised Education:Clinical Remedial Teaching; Diploma in Specialised Education:The Handicapped in Speech and Hearing; Diploma in Specialised Education:The Deaf and the Partially Hearing.

Engineering

Bachelor of Science in Engineering—majors: chemical, civil, electrical, mechanical engineering.

Master of Science in Engineering, Doctor of Philosophy (Ph.D.), Doctor of Science in Engineering.

Bachelor of Science in Surveying, Master of Science in Applied Science, Master of Industrial Administration.

Diploma in Engineering, Diploma in Industrial Administration.

Fine Arts & Architecture

Bachelor of Arts in Fine Art, Bachelor of Arts in Art, Master of Arts in Fine Art, Diploma in Fine Art, Diploma in Graphic Design, Advanced Diploma in Fine Art.

Bachelor of Architecture, Master of Architecture, Doctor of Philosophy (Ph.D.).

Bachelor of Science in Quantity Surveying, Bachelor of Science in Building, Master of Science in Building, Diploma in Quantity Surveying (discontinued at end of 1972).

Master of City and Regional Planning, Master of City Planning and Urban Design, Diploma in City and Regional Planning, Diploma in City Planning and Urban Design.

Law

Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Philosophy (Ph.D.), Doctor of Laws.

Medicine

Bachelor of Medicine & Bachelor of Surgery, Bachelor of Science in Logopaedics, Bachelor of Science in Medicine, Bachelor of Science (Honours) in Medicine, Bachelor of Science in Nursing, Bachelor of Science in Occupational Therapy, Bachelor of Science in Physiotherapy.

Master of Medicine: anesthetics, dermatology, medicine, neurosurgery, nuclear medicine, obstetrics & gynecology, ophthalmology, orthopedics, otorhinolaryngology, pediatrics, pathology (anatomical, chemical, clinical, forensic, hematological, microbiological), plastic & reconstructive surgery, radiodiagnosis, radiotherapy, surgery, thoracic surgery, urology.

Master of Surgery, Doctor of Medicine, Doctor of Philosophy (Ph.D.).

Diploma in Community Medicine, Diploma in Intensive Care Physiotherapy, Diploma in Nursing Education, Diploma in Psychological Medicine, Diploma in Teaching Physiotherapy, Diploma in Therapeutic Dietetics, Diploma in Teaching Radiography.

Music

Bachelor of Music—endorsed for: composition, general, music education, music librarianship, musicology, performance (see Arts Faculty).

Master of Music, Doctor of Music.

Teacher's Licentiate Diploma in Music, Performer's Diploma in Music (Solo or Accompanying), Performer's Diploma in Orchestral Playing, Performer's Diploma in Opera, Performer's Diploma in Ballet, Teacher's Diploma in Ballet, Certificate in Music, Certificate in Opera, Performer's Certificate in Ballet, Certificate in Orchestra

Playing, Teacher's Certificate in Ballet, Primary Teacher's Certificate:Special Endorsement in Music.

Science

Bachelor of Science—majors: applied mathematics, biochemistry, botany, chemistry, chemistry (geochemistry option), computer science, geology, geography, mathematics, microbiology, physics, statistics, zoology.

Bachelor of Science (Honours): applied mathematics, archeology, astronomy, biochemistry, botany, chemistry, computer science, geochemistry, geography, geology, immunology, materials science, mathematics, mathematical statistics, microbiology, molecular biology, operations research, physical oceanography, physics, physiology, psychology, theoretical physics, virology, zoology.

Master of Science: applied mathematics, archeology, astronomy, biochemistry, botany, chemistry, clinical psychology, computer science, environmental studies, geochemistry, geography, geology, immunology, mathematics, mathematical statistics, microbiology, operations research, photogeology, physical oceanography, physics, physiology, psychology, theoretical physics, virology, zoology.

Doctor of Philosophy (Ph.D.), Doctor of Science.

Social Science

Bachelor of Social Science (either with two years of two subjects or with one of following majors): African languages, computer science, economics, geography, history, mathematics, political science, philosophy, psychology, public administration, religious studies, sociology, statistics, Roman or Roman-Dutch law, comparative African government and law combined with political science.

Bachelor of Social Science (Honours): applied sociology, criminology, demography, economics, psychology, public administration, sociology.

Master of Social Science: applied sociology, human relations, demography, psychology, public administration, social administration, social work, social legislation, sociology.

Bachelor of Social Science in Social Work, Bachelor of Social Science (Honours) in Social Work, Master of Social Science, Diploma in Social Science (Social Work), Advanced Diploma in Psychiatric Social Work, Certificate of Qualification as a Professional Social Worker.

Master of Public Administration.

Doctor of Philosophy (Ph.D.), Doctor of Social Science.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.

Engineering Faculty (only) uses 3-digit course numbers: first digit indicates course level (e.g., 100 is first-year level); second and third digits are course identifiers of which an odd third digit indicates first semester, and an even, second semester.

Architecture and Quantity Surveying (only) uses arabic numbers instead of roman numerals.

Education Faculty (only) uses roman numerals for degree courses and other designation for diploma courses. The diploma courses are grouped by subject matter, and the numbers do not reflect course level.

(2) Grading—Undergraduate passes are divided into four classes: I, II(Upper)/II(Division 1), II(Lower)/II(Division 2), and III. In the Law Faculty these are defined as: 75% or better, 70-74%, 60-69%, and 50-59%. The material for other faculties does not define the pass classes, but it is safe to assume that the same cut-off points apply.

"With distinction": Degrees and most (if not all) diplomas and certificates can be awarded with distinction for the degree/diploma/certificate as a whole or in one or more subjects. Subject distinction requires a first class pass. Each degree has its own regulations concerning what qualifies for an award with distinction. The Law Faculty awards the LL.B. both cum laude and magna cum laude.

University of Durban-Westville

Postal Address: Private Bag X54001, Durban 4000 Telegrams: INKOL, DURBAN

Historical Information:

1961—Opened as a university college under the University of South Africa to serve members of the Indian population group.
1970—Became a full-fledged university.
1972—Moved to present campus.

Medium of Instruction: English.

Academic Year (1978): 1st Term: January 30 to March 23; 2nd Term: April 3 to June 16; 3rd Term: July 17 to December 8.

Library Holdings: Information not available.

Academic Staff (1977): Information not available.

Enrollment (1977): 3,522.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	103	Master's degrees	1
B.Sc. (general)	45	Doctor's degrees	0
B.Com.	58	Diplomas and Certificates	
Other bachelor's degrees	58	Undergraduate	24
Honours degrees (including B.Ed. and LL.B.)	50	Post-graduate	64

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

Baccalaureus Artium, Honoris Baccalaureus Artium, and Magister Artium—majors: Afrikaans en Nederlands, anthropology, Arabic, art, biblical studies, classical Hebrew, criminology, dogmatics & ethics, economics, education, English, French, general church history, geography, German, Greek (ancient), Gujarati, Hindi, Hindu studies, history, history of art, history of music, Indian philosophy, industrial sociology, Islamic studies, Latin, mathematics, music, Oriental studies, philosophy, physical education, political science, psychology, public administration, Sanskrit, science of religion, sociology, speech and drama, statistics, Telugu, Urdu.

Doctor of Philosophiae (D.Phil.), Doctor Litterarum.

Baccalaureus Artium in Fine Arts, Honoris Baccalaureus Artium in Fine Arts, Magister Artium in Fine Arts, Doctor Philosophiae (D.Phil.), Diploma in Fine Arts.

Baccalaureus Artium in Law.

Baccalaureus Bibliothecologiae, Honoris Baccalaureus Bibliothecologiae, Magister Bibliothecologiae, Doctor Philsophiae, Lower Diploma in Library Science, Higher Diploma in Library Science.

Baccalaureus Artium in Speech and Hearing Therapy, Magister Artium in Speech and Hearing Therapy, Doctor Philosophiae (D.Phil.).

Baccalaureus Artium in Physical Education, Honoris Baccalaureus Artium in Physical Education, Magister Artium in Physical Education, Doctor Philosophiae (D.Phil.).

Baccalaureus Artium in Social Work. Honoris Baccalaureus Artium in Social Work, Magister Artium in Social Work, Doctor Philosophiae (D.Phil.).

Baccalaureus Divinitatis, Magister Divinitatis, Doctor Divinitatis, Baccalaureus Theologiae, Honoris Baccalaureus Theologiae, Magister Theologiae, Doctor Theologiae, Certificate in Theology.

Magister Artium in Clinical Psychology, Magister Artium in Counselling Psychology.

Commerce and Administration

Baccalaureus Commercii with the following types of programs: accounting, economics, general, law, personnel management, statistics.

Honoris Baccalaureus Commercii, Magister Commercii: accounting, business economics, industrial psychology, statistics.

Doctor Commercii.

Baccalaureus Administrationis, Honoris Baccalaureus Administrationis, Magister Administrationis, Doctor Administrationis, Diploma in Public Administration (non-grad).

Bachelor of Business Science, Master of Business Administration, Diploma in Business Management and Administration (non-grad).

Education

Baccalaureus Paedagogiae in Arts, Baccalaureus Paedagogiae in Science, Baccalaureus Paedagogiae in Commerce, Baccalaureus Paedagogiae in Home Economics, Baccalaureus Paedagogiae in Primary Education, Baccalaureus Educationis, Magister Educationis, Doctor Educationis.

University Diploma in Education (Senior Primary) (non-grad), University Diploma in Education (Junior Primary) (non-grad), University Higher Diploma in Education (grad), Diploma in School Counselling, Diploma for Teachers of the Deaf and Hard of Hearing, Diploma in Remedial Education, Diploma in Special Education, Diploma in the Teaching of Physiotherapy, Resource Centre Teachers' Diploma.

Law

Baccalaureus Iuris, Baccalaureus Procurationis, Baccalaureus Legum, Magister Legum, Doctor Legum.

Science

Baccalaureus Scientiae, Honoris Baccalaureus Scientiae, Magister Scientiae—majors: applied mathematics, biochemistry, biology, botany, chemistry, computer science, geography, geology, mathematics, mathematical statistics, microbiology, physics, physiology, psychology, zoology.

Doctor Scientiae.

Baccalaureus Scientiae in Industrial Chemistry.

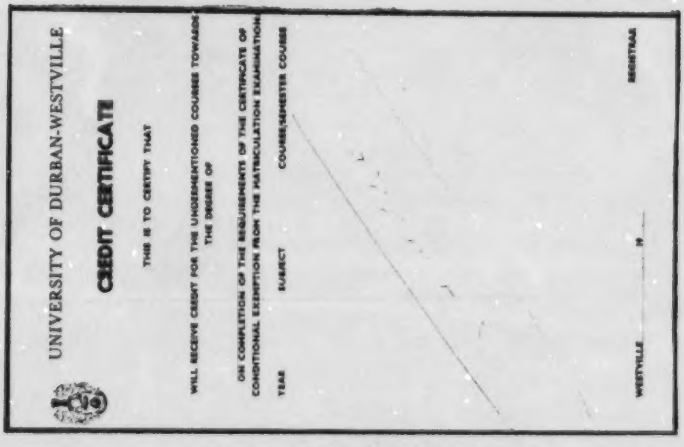
Bachelor of Architecture, Master of Architecture, Doctor of Architecture.

Bachelor of Engineering, Master of Engineering, Doctor of Engineering.

Bachelor of Pharmacy, Master of Pharmacy, Doctor of Pharmacy.

Baccalaureus Scientiae in Physiotherapy.

Magister Scientiae in Clinical Psychology, Magister Scientiae in Counselling Psychology.


UNIVERSITY OF DURBAN-WESTVILLE

CREDIT CERTIFICATE

THIS IS TO CERTIFY THAT

WILL RECEIVE CREDIT FOR THE UNDERMENTIONED COURSES TOWARDS THE DEGREE OF

ON COMPLETION OF THE REQUIREMENTS OF THE CERTIFICATE OF CONDITIONAL EXEMPTION FROM THE MATRICULATION EXAMINATION

YEAR SUBJECT COURSE/SEMESTER COURSE

WESTVILLE ____ 19__ REGISTRAR

Document 9. Credit Certificate

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.
Science and Commerce Faculties (only) use three-digit course numbers: first digit indicates course level, except that 0 indicates that only one year of that subject is offered; second and third digits indicate semester—01 (first), 02 (second).

(2) Grading—
"Cum laude": Degrees can be awarded cum laude when a specified portion of the work is completed with a grade of 75% or better. Each degree has its own requirements; in some cases, a student can have failed no courses.
"With distinction": Diplomas can be awarded with distinction for the diploma as a whole or in subjects. Degrees can also be awarded with subject distinctions. Generally, a grade of 75% or better is required in the subject, or in the diploma as a whole, except where some teaching diplomas require 70%.

University of Fort Hare

Postal Address: Private Bag 314
Alice 5700

Telegrams: UNIFORT, ALICE

Historical Information:

1916—Created as the South African Native College to serve primarily members of the Black population group.
1923—University of South Africa (UNISA) authorized to confer degrees on Fort Hare students.
1951—Became affiliated with Rhodes University.
1952—Name changed to University College of Fort Hare.
1960—Transferred to control of the Department of Bantu Education; UNISA prescribed syllabuses and exams and issued degrees.
1970—Became a full-fledged university.

Medium of Instruction: English.

Academic Year (1978): 1st Semester, 1st Quarter: February 27 to April 11; 2nd Quarter: April 20 to June 15. 2nd Semester: July 18 to November 18.

Library Holdings: Information not available.

Academic Staff (1977): 152.

Enrollment (1977): 1,628.

Degrees, Diplomas, & Certificates Awarded (1977):

B.A. (general)	80	Honours degrees (including B.Ed. and LL.B.)	49
B.Sc. (general)	42	Master's degrees	3
B.Com.	15	Doctor's degrees	1
Other bachelor's degrees	90	Diplomas and Certificates	
		Undergraduate	14
		Post-graduate	37

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Agriculture

Bachelor of Agriculture.

Bachelor of Science in Agriculture—majors: agricultural economics, animal production science, agricultural production science, land and water use development, plant production science, soil science.

Bachelor of Science in Agriculture (Honours), Master of Science in Agriculture: agricultural economics, animal science, biochemistry, crop science, genetics, horticultural science, microbiology, pasture science, plant pathology, soil science.

Bachelor of Agricultural Extension (Honours), Master of Agricultural Extension, Doctor of Science in Agriculture.

Bachelor of Forestry, Bachelor of Science in Forest Science.

Arts

Bachelor of Arts—majors: Afrikaans-Nederlands, anthropology, archaeology, Bantu language, biblical studies, criminology, development policy and administration, economics, English, geography, German, Greek, Hebrew, history, Latin, mathematics, philosophy, political science, psychology, public administration, sociology, statistical methods.

Bachelor of Arts (Honours): Afrikaans-Nederlands, anthropology, archaeology, Bantu languages, biblical studies, criminology, development policy and administration, economics, English, geography, Greek, history, history of art, Latin, mathematics, philosophy, political science, psychology, public administration, sociology.

Master of Arts (same subjects as Honours, except not in biblical studies and not in history of art).

Doctor of Literature and Philosophy (D.Litt. et Phil.).

Bachelor in Library Science, Bachelor in Library Science (Honours), Lower Diploma in Library Science, Higher Diploma in Library Science.

Bachelor of Arts in Social Work, Bachelor of Arts in Social Work (Honours), Master of Arts in Social Work, Doctor of Philosophy, University Diploma in Social Work.

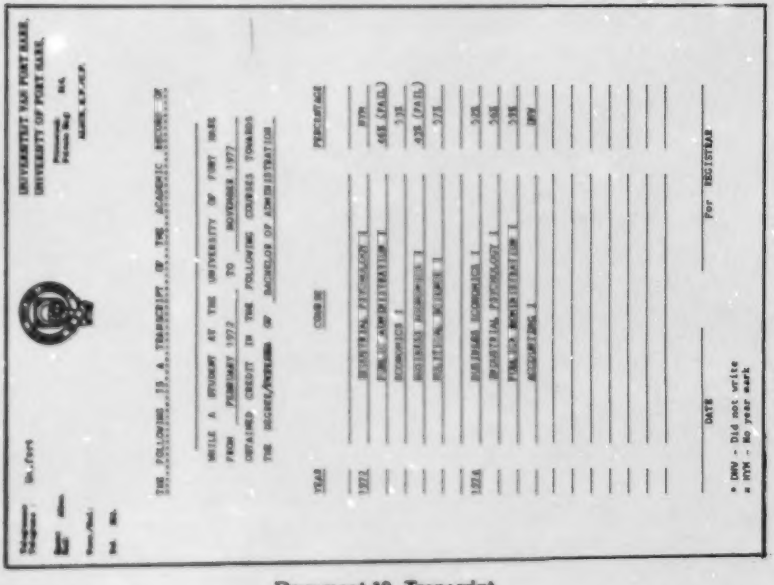
Bachelor of Arts in Fine Arts, Bachelor of Arts in Fine Arts (Honours), Diploma in Fine Arts.

Bachelor of Arts in Personnel Management, Bachelor of Arts in Communication, Diploma in Applied Linguistics.

Economic Sciences

Bachelor of Commerce—majors: accounting, business economics, general and industrial psychology.

Bachelor of Commerce (Honours), Master of Commerce: accounting, business economics, economics, industrial psychology, statistics.



UNIVERSITEIT VAN PORT ELIZABETH
UNIVERSITY OF PORT ELIZABETH

THE FOLLOWING IS A TRANSCRIPT OF THE ACADEMIC RECORD OF

WHILE A STUDENT AT THE UNIVERSITY OF PORT ELIZABETH
FROM FEBRUARY 1972 TO NOVEMBER 1972
OBTAINED CREDIT IN THE FOLLOWING COURSES TOWARDS
THE DEGREE/DIPLOMA OF BACHELOR OF ADMINISTRATION

YEAR	COURSE	PERCENTAGE
1972	BEGINNING PSYCHOLOGY 1	NYM
	PUBLIC ADMINISTRATION 1	66% (PASS)
	ECONOMICS 1	53%
	BUSINESS ECONOMICS 1	63% (PASS)
	POLITICAL SCIENCE 1	57%
1973	BUSINESS ECONOMICS 1	51%
	BEGINNING PSYCHOLOGY 1	56%
	PUBLIC ADMINISTRATION 1	53%
	ACCOUNTING 1	NYM

DATE _____ For REGISTRAR

* DNW - Did not write
* NYM - No year mark

Document 10. Transcript

Doctor of Commerce, Diploma in Commerce.

Bachelor of Administration—majors: public affairs, personnel management.

Bachelor of Administration (Honours), Master of Administration: business economics, economics, industrial psychology, political science, public administration.

Doctor of Administration.

Education

Bachelor of Pedagogics—majors: Afrikaans, agriculture, Bantu language, biblical studies, botany, chemistry, economic sciences, English, geography, history, mathematics, music, physics.

Bachelor of Education, Master of Education, Doctor of Education, University Education Diploma (Graduate), University Education Diploma (Non-graduate), Higher Secondary Teachers' Diploma.

Law

Bachelor of Law, Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Laws, Public Service Law Certificate.

Science

Bachelor of Science—majors: applied computer science, applied mathematics, biochemistry, botany, chemistry, geography, geology, mathematical statistics, mathematics, physics, psychology, statistics, zoology.

Bachelor of Science (Honours), Master of Science: applied mathematics, biochemistry, botany, chemistry, geography, geology, mathematical statistics, mathematics, physics, psychology, theoretical physics, zoology.

Doctor of Science, Post Graduate Diploma in Applied Chemistry.

Bachelor of Science (Land Surveying).

Theology

Bachelor of Theology.

Bachelor of Theology (Honours), Master of Theology: Old Testament, New Testament, systematic theology, ecclesiastical history and missiology.

Doctor of Theology, Diploma in Theology.

Remarks on Transcripts:

(1) Location of Transcripts
Prior to 1951, UFH students' transcripts at University of South Africa (UNISA).
For 1951 to 1959, UFH students' transcripts at Rhodes University.
For 1960 to 1969, UFH students' transcripts again at UNISA.
Since 1970, transcripts at the University of Fort Hare.

(2) Course numbering—Roman numerals indicate year levels.

(3) Grading—In 1978:

75-100% = A	55-64% = C
65-74% = B	50-54% = D

"Cum laude": Agriculture and forestry degrees and the Bachelor of Education are awarded cum laude, which indicates that part or all of the work was completed with a grade of 75% or better.

"With distinction": Degrees/diplomas/certificates are awarded with distinction for the degree/diploma/certificate as a whole or in one or more subjects. Each degree/diploma/certificate has specific requirements, but in general the work which is considered must be 75% or better.

University of Natal

Postal Address: King George V Avenue *and* P.O. Box 375
Durban 4001 Pietermaritzburg 3200

Historical Information:
1910—Opened in March in Pietermaritzburg.

1922—Began classes in Durban.
1936—Began classes for Non-Whites.
1949—Became autonomous.
1959—Since 1959 has served members of the White population group but also has a Black medical school.

Medium of Instruction: English.

Academic Year (1978): 1st Term: February 20 to April 12, April 20 to June 28; 2nd Term: July 26 to September 6, September 14 to November 24.

Library Holdings: Information not available.

Academic Staff (1977): 695.

Enrollment (1977): 8,355.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	346	Master's degrees	76
B.Sc. (general)	155	Doctor's degrees	22
B.Com.	184	Diplomas and Certificates	
Other bachelor's degrees	361	Undergraduate	99
Honours degrees (including B.Ed. and LL.B.)	254	Post-graduate	319

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Agriculture (Pietermaritzburg)

Bachelor of Science in Agriculture, Master of Science in Agriculture, Doctor of Philosophy (Ph.D.), Doctor of Science in Agriculture.

Bachelor of Agricultural Management.

Bachelor of Science in Dietetics, Bachelor of Science in Dietetics (Honours), Master of Science in Dietetics, Doctor of Philosophy (Ph.D.).

Bachelor of Science in Home Economics, Bachelor of Science in Home Economics (Honours), Master of Science in Home Economics, Doctor of Philosophy (Ph.D.)

Architecture & Allied Disciplines (Durban)

Bachelor of Architecture, Master of Architecture, Doctor of Philosophy (Ph.D.), Doctor of Architecture.

Bachelor of Science in Building, Master of Science in Building, Doctor of Philosophy (Ph.D.), Doctor of Science in Building.

Bachelor of Science in Quantity Surveying, Master of Science in Quantity Surveying, Doctor of Philosophy (Ph.D.), Doctor of Science in Quantity Surveying.

Master of Town Planning, Master of Science in Town and Regional Planning, Doctor of Philosophy (Ph.D.).

Arts (Durban and Pietermaritzburg)

Bachelor of Arts (Durban)—majors: Afrikaans en Nederlands, classical civilization, comparative African government and administration, economic history, economics, English, French, geography, German, Greek, Hebrew, history, Latin, mathematical statistics, music, philosophy, political science, psychology, pure mathematics, social anthropology, sociology, speech and drama, Zulu.

Bachelor of Arts (Pietermaritzburg)—majors: Afrikaans en Nederlands, biblical studies, economic history, economics, English, fine art, French, geography, German, Greek, history, history of art, Latin, philosophy, political science, psychology, pure mathematics, speech and drama, statistics, theology, Zulu.

Bachelor of Arts (Honours): Afrikaans en Nederlands, Bantu languages, classics, comparative African government and administration, divinity, economic history, economics, English, fine art, French, geography, German, Greek, Hebrew, history, history and economic history, history and political science, history of art, Jewish studies, Latin, mathematical statistics, mathematics, music, music and social anthropology, music and speech and drama, philosophy, political science, psychology, social anthropology, sociology, speech and drama.

Master of Arts, Doctor of Philosophy (Ph.D.), Doctor of Literature.

Diploma in Play Production.

Bachelor of Library and Information Science (Honours) (Pietermaritzburg), Master of Library and Information Science (Pietermaritzburg), Higher Diploma in Library Science (Pietermaritzburg).

Bachelor of Arts in Fine Arts (Pietermaritzburg), Master of Arts in Fine Arts (Pietermaritzburg).

Bachelor of Music, Master of Music (Durban), Doctor of Music (Durban), Performer's Diploma.

Commerce (Durban & Pietermaritzburg)

Bachelor of Commerce, Bachelor of Commerce (Honours), Master of Commerce, Doctor of Philosophy (Ph.D.), Doctor of Economics.

Bachelor of Accountancy (Pietermaritzburg only as of 1978), Master of Accountancy, Doctor of Philosophy (Ph.D.), Doctor of Economics, Diploma in Accountancy (post-grad).

Education (Durban & Pietermaritzburg)

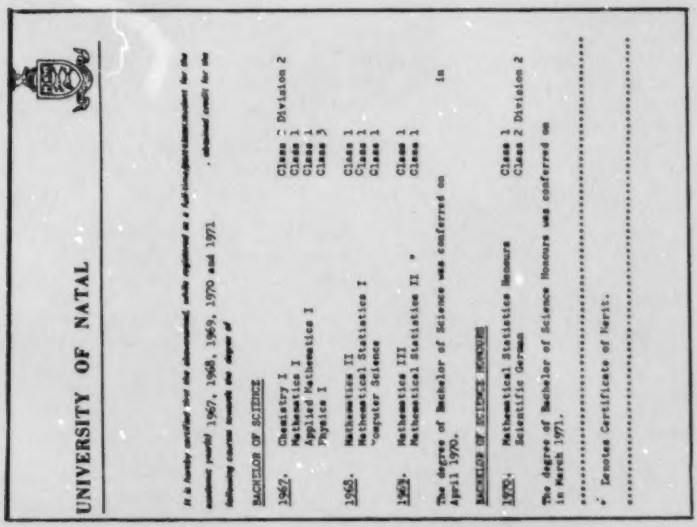
Bachelor of Education, Master of Education, Doctor of Philosophy (Ph.D.), Doctor of Literature, Higher Diploma in Education (post-grad), University Education Diploma (post-grad), University Education Diploma (non-grad), Higher Diploma in Education (non-grad), Diploma in Specialised Education (Remedial Education).

Engineering (Durban)

Bachelor of Science in Engineering—majors: agricultural, chemical, civil, electrical, mechanical engineering.

Master of Science in Engineering, Doctor of Philosophy (Ph.D.), Doctor of Science in Engineering, Diploma in Engineering (post-grad).

Bachelor of Science in Land Surveying, Master of Science in Land Surveying, Doctor of Philosophy (Ph.D.), Doctor of Science in Land Surveying, Diploma in Aerial Surveying (post-grad).



UNIVERSITY OF NATAL

It is hereby certified that the undermentioned, while registered as a full-time/part-time student for the academic year(s) 1967, 1968, 1969, 1970 and 1971 , obtained credit for the following course towards the degree of

BACHELOR OF SCIENCE

1967.	Chemistry I	Class - Division 2
	Mathematics I	Class 1
	Applied Mathematics I	Class 1
	Physics I	Class 3
1968.	Mathematics II	Class 1
	Mathematical Statistics I	Class 1
	Computer Science	Class 1
1969.	Mathematics III	Class 1
	Mathematical Statistics II *	Class 1

The degree of Bachelor of Science was conferred on in April 1970.

BACHELOR OF SCIENCE HONOURS

1970.	Mathematical Statistics Honours	Class 1
	Scientific German	Class 2 Division 2

The degree of Bachelor of Science Honours was conferred on in March 1971.

.....

* Denotes Certificate of Merit.

.....

Document 11. Statement of Credit

Law (Durban & Pietermaritzburg)

Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Philosophy (Ph.D.), Doctor of Laws, Natal Law Certificate (being replaced by B.Proc.), Natal Public Service Law Certificate.

Medicine (Durban)

Bachelor of Medicine and Bachelor of Surgery, Bachelor of Medical Science, Master of Medicine, Doctor of Medicine.

Science (Durban & Pietermaritzburg)

Bachelor of Science, Bachelor of Science (Honours), Bachelor of Science in Chemical Technology, Master of Science, Master of Science in Chemical Technology, Doctor of Philosophy (Ph.D.), Doctor of Science.

Social Science (Durban & Pietermaritzburg)

Bachelor of Social Science (Durban)—majors: classical civilisation, comparative African government and administration, economic history, economics, geography, history, mathematics, nursing, philosophy, political science, psychology, social anthropology, social work, sociology, statistics, Zulu.

Bachelor of Social Science (Pietermaritzburg)—majors: classical civilisation, economic history, economics, geography, history, mathematics, philosophy, political science, psychology, Zulu.

Bachelor of Social Science (Honours) (Durban)—majors: comparative African government and administration, economics, economic history, geography, mathematics, nursing, philosophy, political science, psychology, social anthropology, social work, sociology, Zulu.

Master of Social Science, Doctor of Philosophy (Ph.D.), Doctor of Social Science, Diploma in Applied Social Sciences (post-grad).

Remarks on Transcripts:

(1) Course numbering

Roman numerals indicate year levels. Arabic numbers may also be used.

Agriculture Faculty (only) uses 3-digit course numbers: first digit indicates course level (e.g., 100 is first-year level); second and third digits are not defined in university calendar.

(2) Grading

Most undergraduate and honours passes are grouped into four classes: I, II(division 1), II(division 2), III. Sometimes divisions 1 and 2 are referred to as upper and lower. Undergraduate passes in the Medical Faculty and some honours passes are grouped into three classes: I, II, III.

The Science Faculty uses a credit system to determine whether or not a person can receive the Bachelor of Science. First and second level courses are worth 12 credits each, and third level courses are worth 16 credits each; 110 credits are needed for the degree.

The Agriculture Faculty uses a credit system, where the credit value of each course is determined by the number of class meetings per week.

"Cum laude": Agriculture Faculty degrees can be awarded cum laude, but the requirements are not contained in the university calendar.

"With distinction": In other faculties, degrees/diplomas/certificates can be awarded with distinction, but the calendar does not state the requirements.

University of the North

Postal Address: Private Bag X5090
Pietersburg 0700

Telegrams: UNICOL, SOVENGA

Historical Information:

1959—Created by Parliament to serve mainly the Venda, Tswana, Tsonga and Northern and Southern Sotho ethnic groups.

1970—Became full-fledged university.

1977—First Black Rector appointed.

1978—First Black Chancellor appointed.

Medium of Instruction: English.

Academic Year (1979): 1st Semester, 1st Term: February 22 to April 6; 2nd Term: April 24 to June 28. 2nd Semester: July 31 to November 30.

Library Holdings (1979): volumes—95,000; periodicals—879.

Academic Staff (1979): 191 (including temporary personnel).

Enrollment (1979): 2,155.

Degrees, Diplomas, & Certificates Awarded (1979):

B.A. (general)	78	Master's degrees	2
B.Sc. (general)	19	Doctor's degrees	1
B.Comm.	10	Diplomas and Certificates	
Other bachelor's degrees (including B.Ed. and LL.B.)	79	Undergraduate	32
		Post-graduate	48
Honours degrees	4		

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

Bachelor of Arts—majors: Afrikaans en Nederlands, anthro., biblical studies, Classical Hebrew, comparative African government, criminol., econ., educ., English, geog., German, Greek, hist., interna. politics, Latin, linguis., literary studies, math, Northern Sotho, philos., phys. ed., pol. sci., private law, psych., public admin., sociol., Southern Sotho, Tsonga, Tswana, Venda.

Bachelor of Arts Honours, Master of Arts: Afrikaans en Nederlands, anthropology, biblical studies, Classical Hebrew, classics, comparative African government, criminology, econ., English, geography, German, Greek, hist., international politics, Latin, math, Northern Sotho, philosophy, pol. sci., psych., public admin., sociol., Southern Sotho, Tsonga, Tswana, Venda.

Doctor of Litterature (D.Litt.), Doctor of Philosophy (D.Phil.).

B.A. in Social Work, B.A. Honours in Social Work, M.A. in Social Work, Dip. in Social Work.

Lower Diploma in Library Science, Higher Diploma in Library Science.

Economics and Administration

Bachelor of Commerce—majors: accounting, agr. econ., auditing, business econ., industrial psychology, mathematical methods, private law.

Bachelor of Commerce Honours, Master of Commerce: acc., agr. econ., auditing, business econ., econ., indus. psychology, mathematical methods.

Doctor of Commerce, Diploma in Commerce.

Baccalaureus Rationis, Baccalaureus Rationis cum Honoribus.

Education

B.A. in Pedagogy, B.Sc. in Pedagogy, Bachelor of Commerce in Pedagogy.

Bachelor of Education, Master of Education, Doctor of Education.

Higher Secondary Teacher's Diploma, University Education Diploma (non-graduate), University Education Diploma.

Law

Baccalaureus Iuris, Baccalaureus Procurationis, Baccalaureus Legum, Magister Legum, Doctor Legum, Public Service Law Examination.

Mathematics and Natural Sciences

Bachelor of Science—majors: applied math, botany, chem., computer sci., geog., geol., mathematical methods, mathematical stat., math, phys. ed., physics, physiology, psychology, zoology.

Honours Bachelor of Science, Master of Science: applied math, botany, chem., computer sci., geography, geology, mathematical stat., math, optometry, physics, physiology, psychology, zoology.

Doctor of Philosophy (Ph.D.).

Bachelor of Pharmacy, Honours Bachelor of Science (Pharmacy), Master of Pharmacy, Doctor of Pharmacy.

Bachelor of Optometry.

Baccalaureus Curationis (Instructionis et Administrationis), Diploma in Nursing Education, Diploma in Nursing Administration.

Theology

Bachelor of Theology, Bachelor of Divinity, Master of Divinity, Doctor of Divinity, Diploma in Theology.

Remarks on Transcripts:

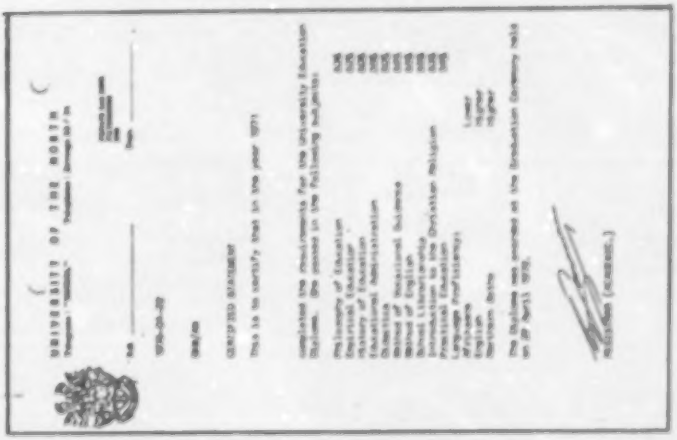
(1) Course numbering—Roman numerals indicate year levels. Arabic numbers may also be used.

(2) Grading—Before 1960 no grades used.

1960-69		1970-78	
A	= 75-100%	A+	= 90-100%
		A	= 80-89%
		A−	= 75-79%
B	= 65-74%	B+	= 65-74%
C	= 55-64%	B	= 55-64%
D	= 50-54%	B−	= 50-54%
	Failing Grades		
E	= 45-49%	C+	= 45-49%
F	= 40-44%	C	= 40-44%
G	= 0-39%	D	= 0-39%

From 1979 to date: Percentages used.

"With Distinction" can be added as an endorsement in all faculties for certificates, diplomas, and bachelor's, honours, and master's degrees. In general, this means that all or a specified part of the work must be 75% or better. A few degrees and diplomas further require that other portions of the work be at 60% or at 70%. The B.A may appear as cum laude instead of "with distinction." Subject distinction in some bachelor's degrees is also given.



Document 12. Statement of Credit

University of the Orange Free State
(Universiteit van die Oranje-Vrystaat)

Postal Address: P.O. Box 339
Bloemfontein 9300

Historical Information:
1855—Grey College opened.
1906—Became Grey University College.
1935—Name changed to University College of the Orange Free State.
1950—Became autonomous university.
1959—Since 1959 has been serving members of the White population group.

Medium of Instruction: Afrikaans.

Academic Year (1978): 1st Semester: February 9 to March 23; April 5 to June 29. 2nd Semester: July 25 to October 5; October 11 to November 30.

Library Holdings: Information not available.

Academic Staff (1977): 548.

Enrollment (1977): 7,830.

Degrees, Diplomas, & Certificates Awarded (1977):

B.A. (general)	329	Master's degrees	99
B.Sc. (general)	63	Doctor's degrees	29
B.Com.	87	Diplomas and Certificates	
Other bachelor's degrees	409	Undergraduate	98
Honours degrees (including B.Ed. and LL.B.)	236	Post-graduate	265

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Agriculture

Baccalaureus Scientiae Agriculturae—majors: agr. econ., agr. meteorology, agron., animal sci., biochem., biometrics, dairying, entomol., genetics, microbiol., pasture sci., plant/animal studies, plant path., soil sci., small animal sci.

Baccalaureus Agriculturae—majors: agricultural economics, dairying/animal science/microbiology, irrigation science, plant/animal studies.

Honneurs-Baccalaureus Scientiae Agriculturae: agricultural economics, agronomy, animal science, dairying, pasture science, small animal science.

Magister Scientiae Agriculturae, Philosophiae Doctor, Doctor Scientiae.

Arts

Baccalaureus Artium—majors: Afrikaans en Nederlands, applied ethnol., biblical studies, criminol., econ., English, ethnol., French, general linguis., general literary theory, geog., German, Greek, Hebrew, hist., hist. of art, Latin, math, philos., pol. sci., private law, psych., psych. (counselling), Roman law & hist. of law, soc. work (prac.), soc. work (theory), sociol., South Sotho, Zulu.

Honneurs-Baccalaureus Artium: Afrikaans en Nederlands, applied ethnol., Bantu langs., biblical studies, classical langs., criminol., econ., English, ethnol., French, geog., German, Greek hist., hist. of art, Latin, math, philos., pol. sci., psych., Semitic langs., sociol.

Magister Artium.

Baccalaureus Artium in Fine Arts, Magister Artium in Fine Arts, Dip. in Fine Arts.

Baccalaureus Artium in Drama and Theatre, Honneurs-Baccalaureus Artium in Drama and Theatre, Magister Artium in Drama and Theatre, Diploma in Drama and Theatre.

Baccalaureus Artium in Communication Science, Honneurs-Baccalaureus Artium in Communication Science, Magister Artium in Communication Science.

Baccalaureus Artium in Physical Education, Honneurs-Baccalaureus Artium in Physical Education, Magister Artium in Physical Education.

Baccalaureus Artium in Music, Honneurs-Baccalaureus Artium in Music Theory, Magister Artium in Music Theory, Baccalaureus Musicae, Honneurs-Baccalaureus Musicae, Magister Musicae, Doctor Musicae, Performer's Diploma in Music, Education Licentiate in Music, Education Diploma in Music, Performer's Licentiate in Music, Doctor Philosophiae in Music Theory.

Baccalaureus Artium in Languages, Honneurs-Baccalaureus Artium in Languages.

Baccalaureus Bibliothecologiae, Honneurs-Baccalaureus Bibliothecologiae, Magister Bibliothecologiae, Doctor Bibliothecologiae, Lower Diploma in Library Science, Higher Diploma in Library Science.

Magister Artium in Clinical Psychology, Magister Artium in Counselling Psychology.

Doctor Litterarum, Doctor Philosophiae (D.Phil.).

Economic and Administrative Sciences

Baccalaureus Commercii—majors: accountancy, agr. econ., bus. admin., bus. econ., finance & banking, general law, quant. econ., stat., transportation econ.

Honneurs-Baccalaureus Commercii, Magister Commercii: accountancy, agr. econ., bus. data processing, bus. econ., econ., finance & banking, indus. psych., mathematical stat., stat., transport econ.

Doctor Commercii.

Baccalaureus Administrationis, Honneurs-Baccalaureus Administrationis, Magister Administrationis, Doctor Administrationis.

Baccalaureus Personeelleiding.

Baccalaureus Computationis, Honneurs-Baccalaureus Computationis, Magister Computationis, Doctor Computationis.

Magister State and Municipal Administration, Diploma in State and Municipal Administration, Advanced Diploma in State and Municipal Administration.

Certificate in the Theory of Accountancy.

Education

Baccalaureus Educationis, Magister Educationis, Doctor Educationis.

Higher Education Diploma (Post-Graduate).

Higher Education Diploma (non-grad): art ed., commercial subjects, domestic sci., drama & theatre, general, industry & tech. drawing, natural sci., phys. ed., school library sci.

Law

Baccalaureus Iuris, Baccalaureus Procurationis, Baccalaureus Legum, Doctor Legum, Diploma in Jurisprudence for Government Officials.

Medicine

Baccalaureus in Medicine, Baccalaureus in Medical Sciences, Honneurs-Baccalaureus in Medical Sciences, Magister in Medicine, Magister in Medical Sciences.

Baccalaureus Scientiae in Physiotherapy, Baccalaureus in Occupational Therapy, Magister in Physiotherapy, Tertiary Education Diploma in Physiotherapy.

Doctor in Medicine, Philosophiae Doctor (Ph.D.), Doctor Scientiae.

Diploma in Diagnostic Radiography, Diploma in Therapeutic Radiography, Diploma in Hospital Dietetics.

Sciences

Baccalaureus Scientiae—majors: applied math., biochem., biol., botany, chem., computer sci., counselling psych., domestic sci., eng., entomol., genetics, geochem., geog., geohydrol., geol., mathematical stat., math, microbiol., phys. ed., physics, physiol., psych., stat., zoology.

Honneurs-Baccalaureus Scientiae: applied math, astron., biochem., botany, chem., computer sci., dietetics, entomol., geochem., geog., geohydrol., geol., hydrol., mathematical stat., math, microbiol., nutrit., physics, physiol., psych., stat., zool.

Magister Scientiae: applied math, astron., biochem., botany, chem., clinical psych., entomol., genetics, geochem., geog., geohydrol., geol., mathematical stat., math, microbiol., physics, physiology, psychology, stat., zoology.

Baccalaureus Architecturae, Baccalaureus Scientiae in Building Science, Baccalaureus Scientiae in Quantity Surveying, Baccalaureus Scientiae in Building Administration, Magister Architecturae, Magister Scientiae in Quantity Surveying, Magister Scientiae in Building Administration, Magister in Town and Regional Planning, Doctor Architecturae.

Baccalaureus Scientiae in Domestic Science, Baccalaureus Scientiae (Educationis) in Domestic Science, Honneurs-Baccalaureus Scientiae in Domestic Science.

Magister Scientiae in Clinical Psychology, Magister Scientiae in Counselling Psychology.

Philosophiae Doctor (Ph.D.), Doctor Scientiae, Post-Graduate Diploma in Geohydrology.

Social Sciences

Baccalaureus Societatis Scientiae, Honneurs-Baccalaureus Societatis Scientiae, Magister Societatis Scientiae, Magister Societatis Scientiae in Clinical Psychology, Doctor Societatis Scientiae.

Baccalaureus Societatis Scientiae in Social Work, Honneurs-Baccalaureus Societatis Scientiae in Social Work, Magister Societatis Scientiae in Social Work, Doctor Societatis Scientiae in Social Work, Diploma in Social Work, Advanced Diploma in Social Work.

Baccalaureus Societatis Scientiae in Nursing, Honneurs-Baccalaureus Societatis Scientiae in Nursing, Magister Societatis Scientiae in Nursing, Doctor Societatis Scientiae in Nursing, Dip. in Nursing, Post-Basic Dip. in Nursing.

Remarks on transcripts:

(1) Course numbering—Three-digit course numbers are used: first digit indicates course level (e.g., 100 for first-year); second digit indicates when course is offered (0 = year-long; 1, 3, 5, 7 = first semester; 2, 4, 6, 8 = second semester); third digit (in some faculties) indicates the number of class meetings per week.

(2) Grading—The following undergraduate information is on the back of transcripts.

Pre-1966:	70-100%	= A	1966-75:	75-100%	= A
	55-69	= B		60-74	= B
	40-54	= C		50-59	= C
1976:	90-100%	= A+	1977:	90-100%	= A+
	80-89	= A		80-89	= A
	75-79	= A−		75-79	= A−
	65-74	= B+		65-74	= B+
	55-64	= B		55-64	= B
	50-54	= B−		50-54	= B−
	45-49	= C+		45-49	= C+
				40-44	= C
				35-39	= C−
				30-34	= D+

"With distinction": Degrees/diplomas/certificates can be awarded with distinction. The specific regulations are determined by each faculty. In general, 75% is required in the major subject for bachelor's and honours degrees; further bachelor's degree requirements are that the student obtain 70% or better in the other subjects and finish the degree in the minimum time allowed.

The correspondence between letter symbols and percentage for master's study is the same as the list above for the year 1976.

University of Port Elizabeth
(Universiteit van Port Elizabeth)

Postal Address: P.O. Box 1600, Port Elizabeth 6000 Telegrams: UNIPE

Historical Information:
1965—Opened in March to serve members of the White population group.
1974—Moved to present campus.

Medium of Instruction: Bi-lingual (Afrikaans and English).

Academic Year (1978): 1st Semester, 1st Term: February 3 to March 23; 2nd Term: April 4 to June 13. 2nd Semester, 3rd Term: July 12 to September 28; 4th Term: October 11 to November 22.

Library Holdings (1977): volumes—200,000; periodicals—3,000.

Academic Staff (1978): 230.

Enrollment (1977): 2,700.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	107	Master's degrees	23
B.Sc. (general)	33	Doctor's degrees	23
B.Com.	62	Diplomas and Certificates	
Other bachelor's degrees	62	Undergraduate	80
Honours degrees (including B.Ed. and LL.B.)	76	Post-graduate	70

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

Baccalaureus Artium—majors: Afrikaans, Afrikaans/Nederlands, authropol., biblical studies, computer sci., econ., English, French, general linguis., general literary theory, geog., German, Greek, hist., Latin, math, mathematical stat., Nederlands, pedagogics, philos., pol. sci., private law, psych., indus. & organizational psych., public admin., semitica, sociol., South Sotho, Xhosa.

Baccalaureus Artium Honores: Afrikaans, Afrikaans/Nederlands, anthropol., biblical studies, classical langs., econ., English, French, geog., general linguis., general literary theory, German, Greek, hist., indus. & organizational psych., Latin, math, mathematical stat., pedagogics, philos., pol. sci., psych., public admin., semitica, soc. work, sociol., South Sotho, Xhosa.

Magister Artium, Doctor Philosophiae, Doctor Litterarum.

Baccalaureus Artium (Educationis): junior primary, senior primary, secondary teaching.

Baccalaureus Artium in Social Work.

Baccalaureus Musicae, Magister Musicae, Doctor Musicae, Diploma in Musical Education, Diploma in Orchestral Playing, Soloist's Diploma in Music.

Baccalaureus Curationis, Baccalaureus Curationis (Institutionis et Administrationis), Magister Curationis, Doctor Curationis, Dip. in Nursing Ed. & Community Health Nursing, Dip. in Nursing Admin & Community Health Nursing.

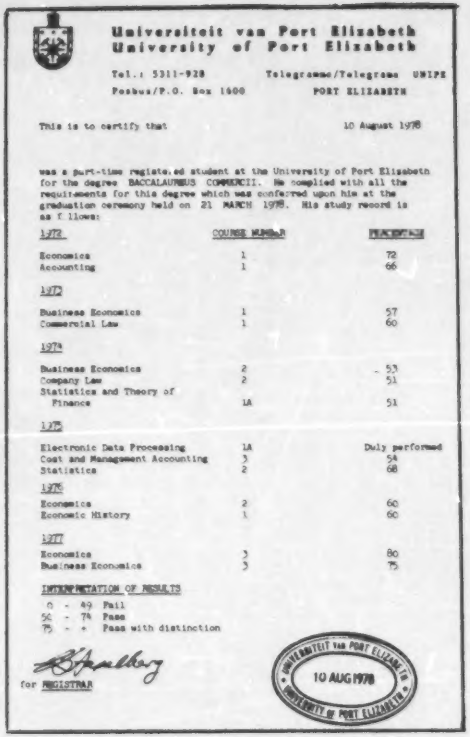
Magister Artium in Clinical Psychology, Magister Artium in Counselling Psychology.

Building Arts, Architecture, Quantity Surveying and Building Management

Bachelor of Building Arts, Bachelor of Architecture, Baccalaureus Scientiae in Quantity Surveying, Baccalaureus Scientiae in Building Management, Master of Architecture, Magister Scientiae in Quantity Surveying, Doctor of Architecture, Philosophiae Doctor in Quantity Surveying.

Economic Sciences

Baccalaureus Commercii—majors: accountancy, bus. econ. & accountancy, computer sci., econ. & bus. econ., indus. & organizational psych., law, math/mathematical stat., pedagogy, public admin.



Universiteit van Port Elizabeth
University of Port Elizabeth

Tel.: 5311-928 Telegramme/Telegrams UNIPE
Posbus/P.O. Box 1600 PORT ELIZABETH

This is to certify that 10 August 1978

was a part-time registered student at the University of Port Elizabeth for the degree BACCALAUREUS COMMERCII. He complied with all the requirements for this degree which was conferred upon him at the graduation ceremony held on 21 MARCH 1978. His study record is as follows:

1972	COURSE NUMBER	PERCENTAGE
Economics	1	72
Accounting	1	66
1973		
Business Economics	1	57
Commercial Law	1	60
1974		
Business Economics	2	53
Company Law	2	51
Statistics and Theory of Finance	1A	51
1975		
Electronic Data Processing	1A	Duly performed
Cost and Management Accounting	3	54
Statistics	2	68
1976		
Economics	2	60
Economic History	1	60
1977		
Economics	3	80
Business Economics	3	75

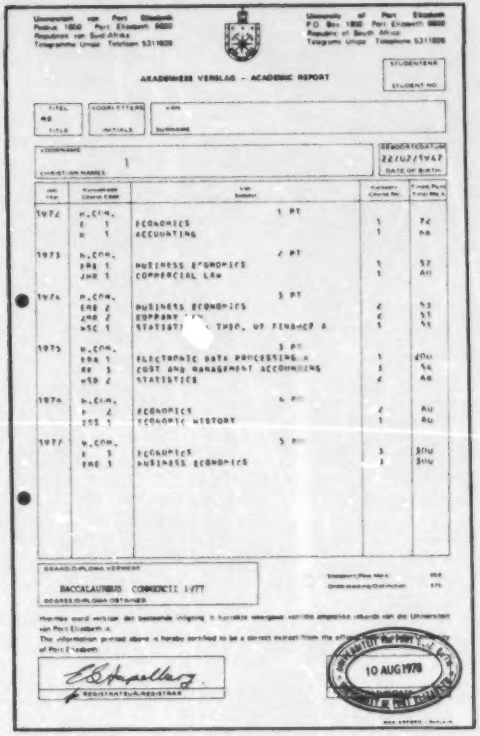
INTERPRETATION OF RESULTS

0 - 49 Fail
50 - 74 Pass
75 - + Pass with distinction

for REGISTRAR

UNIVERSITEIT VAN PORT ELIZABETH
UNIVERSITY OF PORT ELIZABETH
10 AUG 1978

Document 13. Typewritten Transcript



Universiteit van Port Elizabeth
Posbus 1600 Port Elizabeth 6000
Republiek van Suid-Afrika
Telegramme/Unipe Telefoon 5311928

University of Port Elizabeth
P.O. Box 1600 Port Elizabeth 6000
Republic of South Africa
Telegrams/Unipe Telephone 5311928

AKADEMIESE VERSLAG - ACADEMIC REPORT

STUDENTENR
STUDENT NO.

TITEL
MR
TITLE

VOORLETTERS
INITIALS

VAN
SURNAME

VOORNAME
CHRISTIAN NAMES

GEBOORTEDATUM
DATE OF BIRTH

JAAR YEAR	KURSUSKODE COURSE CODE	VAK SUBJECT	KURSUSNR COURSE NO.	PUNTE/PERS TOTAL MARK %
1972	H.COM.	1 PT		
	E 1	ECONOMICS	1	72
	R 1	ACCOUNTING	1	66
1973	H.COM.	2 PT		
	BAE 1	BUSINESS ECONOMICS	1	57
	HR 1	COMMERCIAL LAW	1	60
1974	H.COM.	3 PT		
	BAE 2	BUSINESS ECONOMICS	2	53
	HR 2	COMPANY LAW	2	51
	WSC 1	STATISTIEK / THEOR. OF FINANCE A	1	51
1975	H.COM.	3 PT		
	EDA 1	ELECTRONIC DATA PROCESSING A	1	Duly
	BS 3	COST AND MANAGEMENT ACCOUNTING	3	54
	WSK 2	STATISTICS	2	68
1976	H.COM.	4 PT		
	E 2	ECONOMICS	2	60
	ESG 1	ECONOMIC HISTORY	1	60
1977	H.COM.	5 PT		
	E 3	ECONOMICS	3	80
	BAE 3	BUSINESS ECONOMICS	3	75

GRAAD/DIPLOMA VERWERF
DEGREE/DIPLOMA OBTAINED

BACCALAUREUS COMMERCII 1977

Hiermee word verklaar dat bostaande inligting 'n korrekte weergawe van die amptelike rekords van die Universiteit van Port Elizabeth is.
The information printed above is hereby certified to be a correct extract from the official records of the University of Port Elizabeth.

REGISTRATEUR/REGISTRAR

10 AUG 1978

Document 14. Computer Printed Transcript

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Baccalaureus Commercii Honores: accountancy, bus. econ., computer sci., econ., indus. & organizational psych., mathematical stat., math, operations research.

Baccalaureus Commercii (Educationis) in Secondary Teaching.

Magister Commercii, Doctor Commercii, Certificate in the Theory of Accountancy.

Education

Baccalaureus Physicalis Educationis, Baccalaureus Educationis, Magister Educationis, Doctor Educationis, Higher Diploma in Education (post-grad), Higher Diploma in Education (non-grad), Diploma in Specialised Education, Diploma in Education (non-grad), Higher Diploma in Education (Technical).

Law

Baccalaureus Juris, Baccalaureus Procurationis, Baccalaureus Legum, Magister Legum, Doctor Legum, Public Service Law Diploma.

Science

Baccalaureus Scientiae—majors: applied math, biochem., botany, bus. econ., chem., econ., electronic data processing, fundamental biol., geol., mathematical stat., math, operations research, stat. methods, physics, zool., computer sci.

Baccalaureus Scientiae Honores: applied math, biochem., botany, chem., computer sci., geol., math, mathematical stat., operations research, physics, zool.

Baccalaureus Scientiae (Educationis), Baccalaureus Scientiae Materiarum Technicarum.

Magister Scientiae, Magister Scientiae in Textile Science, Doctor Philosophiae, Doctor in Textile Science, Doctor Scientiae.

Remarks on Transcripts:

(1) Course numbering—One-digit arabic numbers indicate the level (e.g., 1 is first-year).

(2) Grading System—1965-68: Grading scale of 0 (lowest) to 10 (highest) was used; 1969-75: Grading scale of 0 (lowest) to 100 (highest) was used; 1976: Grading scale of 0 (lowest) to 100 (highest) was used, with the actual score rounded off to the nearest 5.

Other notations:

"Duly performed" indicates that the course did not have a final exam and that the student completed the work with 50% or better. 200 on newer transcripts means "duly performed." 201 on newer transcripts means "not duly performed." 300 on newer transcripts means that grade was not available at the time the transcript was issued. 450 or higher on newer transcripts means that the student passed the course overall but failed a subminimum; the last two digits of this number indicate the student's overall grade.

"Cum laude": Bachelor's degrees and diplomas/certificates can be awarded cum laude when a student meets the following requirements: finishes the course of study in the minimum time period allowed; passes the final major course with 75% or better (a distinction pass); fails no required courses; obtains an aggregate of 75% in the required courses.

"With distinction": Honours degrees are awarded with distinction when the student's average is 75% or better. There is no mention of master's degrees in the university calendar.

POTCHEFSTROOM UNIVERSITY FOR CHRISTIAN HIGHER EDUCATION
(Potchefstroomse Universiteit vir Christelike Hoër Onderwys)

Postal Address: Potchefstroom 2520 Telegrams: PUK, POTCHEFSTROOM

Historical Information:

1869—The Theological School (consisting of theology and literature departments) of the Reformed Church in South Africa founded.

1905—Moved to Potchefstroom.

1919—Literature department separated from the Theological School and renamed Potchefstroom University College for Christian Higher Education.
1921—Became part of the University of South Africa system, and "for Christian Higher Education" was dropped from its name.
1933—The phrase "for Christian Higher Education" restored to its name.
1951—Became an autonomous university.
1959—Enrollment restricted to members of the White population group.

Medium of Instruction: Afrikaans.

Academic Year (1979): 1st Semester: February 6 to April 11; April 15 to June 16. 2nd Semester: July 25 to November 24.

Library Holdings: Information not available.

Academic Staff (1978): 431.

Enrollment (1977): 6,560.

Degrees & Diplomas Awarded (1976):

B.A. (general)	308	Master's degrees	76
B.Sc. (general)	110	Doctor's degrees	32
B.Comm.	148	Diplomas	
Other bachelor's degrees	222	Undergraduate	146
Honours degrees (including B.Ed. and LL.B.)	206	Post-graduate	141

Degrees & Diplomas Offered by Faculty (1978):

Arts

Baccalaureus Artium—majors: Afrikaans-Nederlands, Bantu langs., biblical studies, criminol., culture studies, devel. admin., drama studies, dramatic arts, econ., English, ethics, ethnol., French, general linguistic & literature theory, geog., German, Greek, hist., hist. of art, hist. of music, indus. & personnel psych., indus. soc., interna. politics, Latin, math, philos., phys. ed., pol. sci., private law, psych., Roman law, Semitic langs., sociol., speech & drama, theory of stat.

Baccalaureus Artium (Social Work), Diploma in Social Work.

Baccalaureus Artium (Communications), University Diploma in Communications Studies.

Baccalaureus Artium (Fine Arts), Baccalaureus Philosophiae.

Honneurs-Baccalaureus Artium: African studies, Afrikaans-Nederlands lang. & letters, Bantu langs., biblical studies, Classical langs., communications studies, criminol., culture studies, devel. admin., drama studies, dramatic arts, econ. (money & banking), English lang. & letters, ethnol., French lang. & letters, general linguis. & theory of lit., geog., German lang. & letters, Greek, hist. hist. of art, indus. & personnel psych., indus. sociol., interna. politics, Latin, library & information sci., math, philos., phys. ed., pol. sci., psych., Romance langs., Semitic langs., soc. work, sociol., speech & drama.

Magister Artium in same fields as Honneurs plus clinical psychology, counselling psychology, fine arts, and town and regional planning.

Doctor Litterarum, Doctor Philosophiae, Lower University Dip. in Bantuistics, University Dip. in Bantuistics, University Dip. in Speech Theory & Drama, University Dip. in Dramatic Arts.

Baccalaureus Musicae, Honneurs Baccalaureus Musicae, Magister Musicae, Doctor Musicae, Diploma for Church Organist, University Diploma in Music Performance.

Baccalaureus Bibliothecologiae, Honneurs Baccalaureus Bibliothecologiae, Magister Bibliothecologiae, Doctor Bibliothecologiae, Lower Dip. in Library Science, Higher Dip. in Library Science.

Baccalaureus Artium et Scientiae (Nursing), Magister Artium et Scientiae (Nursing).

Baccalaureus Artium et Scientiae (Planning), Magister Artium et Scientiae (Planning).

Economic Sciences

Baccalaureus Commercii: accountant ed., bus. acc., bus. econ., econ. & money & banking, indus. & personnel psych., stat., and with law subjects.

Honneurs Baccalaureus Commercii, Magister Commercii and Doctor Commercii in accountancy, bus. accountancy, bus. econ., econ., indus. & personnel psych., indus. sociol., and stat. (only with another subject).

University Diploma in Commerce, Diploma in Business Accountancy.

Baccalaureus Rationalium, Honneurs Business Administration, Magister Business Administration, Doctor in Business Administration.

Education

Baccalaureus Scientiae (Domestic Science) (Educationis).

Baccalaureus Educationis, Magister Educationis, Doctor Educationis.

Higher Education Dip. (Post-graduate), Higher Education Dip. (Counselling) (Post-graduate), Higher Education Dip. (School Librarianship) (Post-graduate), Dip. in Nursing Ed. (for graduates), Higher Education Dip. (Secondary), Higher Education Dip. (Primary).

Higher Education Dip. in Fine Arts (Post-graduate), Potchefstroom University Dip. in Music.

Law

Baccalaureus Juris, Baccalaureus Procurationis, Baccalaureus Legum, Magister Legum, Doctor Legum, Law Dip. for Public Servants, Senior Law Dip. for Public Servants.

Science

Baccalaureus Scientiae—majors: applied math, botany, chem., computer sci., geog., geol., indus. & personnel psych., math, phys. ed., physics, physiol., psych., soil sci., zoology.

Honneurs Baccalaureus Scientiae, Magister Scientiae and Doctor Scientiae in applied math, biochem., botany, chem., computer sci., dietetics, electrotechnol., entomol., geog., geol., hygiene, indus. & personnel psych., indus. pharm., indus. sociol., math, microbiol., nutrition sci., pharmacol., phys. ed., physics, physiological chem., physiol., psych., stat., textiles, zoology.

Baccalaureus Scientiae (Domestic Science).

Baccalaureus Pharmaciae, Honneurs Baccalaureus Pharmaciae, Magister Pharmaciae, Doctor Pharmaciae, University Diploma in Pharmacology.

Baccalaureus Scientiae (Soil Science), Honneurs Baccalaureus Scientiae (Soil Science), Magister Scientiae (Soil Science), Doctor Scientiae (Soil Science).

Baccalaureus Scientiae (Industrial Chemistry).

Baccalaureus Scientiae (Electrotechnology), Baccalaureus Scientiae (Engineering Chemistry).

Theology

Theologiae Baccalaureus, Theologiae Magister, Theologiae Doctor.

Remarks on Transcripts:
(1) Course numbering—Roman numerals indicate year levels.
(2) Grading—Information not available.

The University of Pretoria
(Die Universiteit van Pretoria)

Postal Address: Pretoria 0002 Telegrams: PUNIV, PRETORIA

Historical Information:
1908—Classes to serve the White population group began in Pretoria as part of the Transvaal University College.
1910—Moved to present campus.

1930—Became autonomous university of October.
1959—Enrollment restricted to members of the White population group.

Medium of Instruction: Afrikaans.

Academic Year (1979): 1st Semester: February 14 to April 12; April 23 to June 29. 2nd Semester: July 23 to October 5; October 11 to December 1.

Library Holdings (1979): volumes—593,000; periodicals—6,214.

Academic Staff (1979): 1,039 (full-time); 222 (part-time).

Enrollment (1979): 16,563.

Degrees & Diplomas Awarded (1979):

B.A. (general)	532	Master's degrees	210
B.Sc. (general)	126	Doctor's degrees (including	
B.Com.	230	2 honorary)	59
Other bachelor's degrees	1,087	Diplomas	
Honours degrees (including		Post-graduate	368
B.D., B.Ed. and LL.B.)	574	Other	204

Degrees & Diplomas Offered by Faculty (1978):

Agriculture

Baccalaureus in Agriculture, Baccalaureus Honores in Agriculture—majors: agr. econ., animal produc., biochem., dairy tech., hort., microbiol., plant path., plant produc., soil sci.

Baccalaureus in Agriculture (Educationis), Baccalaureus Honores Institutionis Agrariae, Magister in Landbou, Magister Institutionis Agrariae, Doctor in Agriculture, Doctor Institutionis Agrariae.

Arts

Baccalaureus in Arts—majors: Afrikaans, Afrikaner & Dutch cultural history, applied ethnol., archeol., Bantu law, biblical studies, criminol., dramatic arts, econ., English, ethnol., French, geog., German, Greek, Hebrew (or other Semitic lang.), hist., hist. of art, hist. of music, interna. politics, Latin, linguis., mathematical stat., math, philos., pol. sci., psych., public admin., Roman-Dutch law, sociol., Sotho, Zulu.

Baccalaureus Honores in Arts: Afrikaans, Afrikaner and Dutch cultural hist., applied ethnol., archeol., Bantu langs., biblical studies, criminol., dramatic arts, econ., English, ethnol., French, geog., German, Greek, hist., hist. of art, interna. politics, Latin, linguis., mathematical stat., math, philos., pol. sci., psych., pub. admin., Semitic langs., sociol.

Magister in Arts.

Baccalaureus in Arts in Social Work, Baccalaureus Honores in Arts in Social Work, Magister in Arts in Social Work.

Baccalaureus in Library Science, Baccalaureus Honores in Library Science, Magister in Library Science, Lower Diploma in Library Science, Higher Diploma in Library Science.

Baccalaureus in Arts in Physical Education, Baccalaureus in Arts (Educationis) in Physical Education, Baccalaureus in Graphic Art, Baccalaureus in Art (Educationis), Baccalaureus in Arts in Speech Therapy and Audiology, Baccalaureus in Arts in Drama, Baccalaureus in Arts (Educationis), Baccalaureus in Arts (Educationis) in Pre-Primary, Baccalaureus in Arts (Educationis) in Junior Primary, Baccalaureus in Arts (Educationis) in Senior Primary.

Baccalaureus Honores in Arts in Physical Education, Baccalaureus Honores in Arts in Drama, Post-Graduate Diploma in Museum Science.

Magister in Arts in Physical Education, Magister in Arts in Graphic Art, Magister in Arts in Speech Therapy and Audiology, Magister in Arts in Drama, Magister in Arts in Clinical Psychology.

Baccalaureus in Music, Baccalaureus Honores in Music, Magister in Music, Doctor in Music, Diploma in Music, Certificate in Church Music.

Doctor in Letters, Doctor in Philosophy (D.Phil.).

Dentistry

Baccalaureus in Dentistry, Baccalaureus Honores in Dentistry, Magister in Dentistry, Magister in Dental Science, Doctor in Dentistry, Diploma in Dental Public Health, Diploma in Oral Hygiene.

Economic and Administrative Sciences

Baccalaureus Commercii in accountancy, econometrics, econ., marketing, personnel mgmt.

Baccalaureus Commercii Honores in accountancy, business economics, econometrics, economics, marketing, personnel management.

Baccalaureus Commercii (Educationis), Magister Commercii, Doctor Commercii.

Baccalaureus in Public Administration, Baccalaureus Honores in Public Administration, Magister in Public Administration, Magister in State and City Administration, Doctor in Public Administration, Diploma in Advanced Public Administration.

Magister in Business Administration, Doctor in Business Administration, Diploma in Business Administration.

Education

Baccalaureus in Education, Magister in Education, Doctor in Education, Higher Educational Diploma (post-grad), Diploma in Orthopedagogy, Education Diploma in Occupational Therapy, Education Diploma in Physiotherapy, Tertiary Education Diploma.

Higher Education Diploma (non-grad): commercial subjects, commercial subjects (secretarial), domestic sci., general, music, phys. ed., technical ed., woodwork & metalwork.

Engineering

Baccalaureus in Engineering: agricultural, chemical, civil, electrical, electronic, industrial, mechanical, metallurgical, mining engineering.

Baccalaureus Honores in Engineering, Magister in Engineering, Doctor in Engineering, Diploma in Mining.

Baccalaureus in Land Surveying, Magister in Land Surveying, Doctor in Land Surveying.

Baccalaureus in Town and Regional Planning, Magister in Town and Regional Planning, Doctor in Town and Regional Planning.

Law

Baccalaureus Legum Civilium, Baccalaureus Iuris, Baccalaureus Legum, Magister Legum, Doctor Legum, Baccalaureus Procurationis, Public Service Law Exam, Public Service Senior Law Exam.

Medicine

Baccalaureus in Nursing, Baccalaureus in Nursing (Instruction and Administration), Magister in Nursing, Doctor in Nursing, Diploma in Public Health, Diploma in Nursing Education, Diploma in Nursing Administration, Diploma in X-ray Protection for Nurses.

Diploma in Radiographic Therapy, Diploma in Radiographic Diagnosis, Post-Graduate Diploma in Hospital Dietetics, Certificate in Chemotherapy (Nursing).

Baccalaureus in Medicine and Surgery, Baccalaureus in Medical Sciences, Magister in Medicine, Master in General Medical Practice, Magister in Medical Sciences, Magister in Pharmaceutical Medicine, Doctor in Medicine, Doctor in Medical Sciences, Diploma in Medical Administration, Diploma in Industrial Medicine, Diploma in Medical Physics.

Science

Baccalaureus in Science—majors: applied math, biochem., botany, chem., computer sci., entomol., genetics, geol., geog., mathematical stat., math, metallurgy, physics, zoology.

Baccalaureus Honores in Science: applied math, biochem., botany, chem., computer sci., eng., entomol., genetics, geog., geol., mathematical stat., metallurgy, meteorol., microbiol., physics, plant physiol., water environmental sci., zoology.

Bachelor of Science (Mining Geology), Baccalaureus in Science (Meteorology), Baccalaureus in Science (Educationis).

Magister in Science, Doctor in Science.

Baccalaureus in Science (Domestic Science), Baccalaureus in Science (Educationis) in Domestic Science, Baccalaureus Honores in Science in Domestic Science, Magister in Science in Domestic Science.

Baccalaureus in Science in Dietetics, Baccalaureus Honores in Science in Dietetics, Magister in Science in Dietetics, Doctor in Science in Dietetics.

Baccalaureus in Architecture, Magister in Architecture, Doctor in Architecture.

Baccalaureus in Landscape Architecture, Magister in Landscape Architecture, Doctor in Landscape Architecture.

Baccalaureus in Building Science, Baccalaureus in Building Management, Magister in Building Management, Doctor in Building Management.

Baccalaureus in Quantity Surveying, Magister in Quantity Surveying, Doctor in Quantity Surveying.

Baccalaureus Honores in Nature Conservation, Magister in Nature Conservation, Doctor in Nature Conservation.

Baccalaureus Honores in Biophysics, Magister in Biophysics, Doctor in Biophysics.

Theology

Baccalaureus in Theology, Doctor in Theology, Post-Graduate Diploma in Theology.

Veterinary Science

Baccalaureus in Veterinary Science, Magister in Veterinary Medicine, Doctor in Veterinary Science, Diploma in Veterinary Public Health, Diploma in Animal Nursing.

Remarks on Transcripts:

(1) Course numbering (substantially unchanged for past 20 years).

University-wide (except for Faculty of Engineering): Roman numeral used to indicate year-long first course (I), second course (II), etc.

Faculty of Engineering—three-digit number used: first digit indicates course level; second digit indicates department offering the course; third digit is a specific course identifier. Graduate level courses have 5 as their first digit.

(2) Grading—

Period—1949 until 1977		With Effect from 1978	
Percentage	Symbol	Percentage	Results
90-100	A+	75-100	Pass with distinction
80-89	A		
75-79	A−		
65-74	B+	50-74	Pass
55-64	B		
50-54	B−		
45-49	C+	40-49	Admission to a supplementary exam can be considered.
40-44	C		
0-39	D Fail	0-39	Fail

No use is made of non-symbol/non-percentage entries on transcripts. Supplementary and aegrotat exams are noted specifically, as well as repeated courses. The system of grading for post-graduate and undergraduate work is the same.

No changes in the grading system are envisaged.

"With distinction": Degrees/diplomas/certificates are awarded with distinction. The regulations vary with each degree/diploma/certificate, but in general the requirement is that all (honours and master's) or part (bachelor's and diplomas/certificates) of the work be completed with a grade of 75% or better.

Rand Afrikaans University
(Randse Afrikaanse Universiteit)

Postal Address: P.O. Box 524
Johannesburg 2000

Telegrams: RAUNIV, JOHANNESBURG

Historical Information:
1968—Classes began in February to serve White population group.
1975—Moved to present campus in May.

Medium of Instruction: Afrikaans.

Academic Year (1978): 1st Semester: January 30 to April 7; April 17 to June 24. 2nd Semester: July 25 to September 15; September 25 to November 25.

Library Holdings: Information not available.

Academic Staff (1977): 250.

Enrollment (1977): 3,151.

Degrees & Diplomas Awarded (1976):

B.A. (general)	110	Master's degrees	54
B.Sc. (general)	36	Doctor's degrees	23
B.Com.	46	Diplomas	
Other bachelor's degrees	26	Undergraduate	35
Honours degrees (including B.Ed. and LL.B.)	143	Post-graduate	54

Degrees & Diplomas Offered by Faculty (1978):

Arts

Baccalaureus of Arts and Philosophy (B.A.) designated with one of the 11 curriculum groups:
Admission (to seminary);
African and Development Studies—majors: Bantu langs., devel. admin., ethnol.;
Communications—majors: biblical studies, communications sci., econ., education, ethnology, general linguis., hist. hist. of art, languages., mathematical stat., math, philos., pol. sci., psych., sociol.;
Development and African Studies—majors: communications sci., development admin , econ., ethnology, pol. sci., sociol.;
Education (four-year degree)—majors: biblical studies, education, general linguistics, geography, history, languages, mathematics, psychology;
General—majors Afrikaans-Nederlands, Bantu languages, biblical studies, English, ethnology, French, German, Greek, Hebrew, history, history of art, Latin, mathematics, philosophy, private law, psychology, Roman law, sociology;
Languages;
Law, which has certain specified law subjects as part of the curriculum, with majors in development admin., econ., ethnol., history, philos., pol. sci., public law;
Library and Information Science;
Philosophy—majors: biblical studies, devel. admin., econ., educ., ethnol., geog., hist., hist. of art, mathematical stat., math, philos., pol. sci., psych., sociol.;
Social Work (four-year degree) with majors in psychology and social work.

Honneurs Baccalaureus of Arts and Philosophy: Afrikaans-Nederlands, Bantu langs., biblical studies, Classical langs., communications sci., demog., devel. admin., econ., English, ethnol., French, general linguis., geog., German, Greek, Hebrew, hist., hist. of art, Latin, mathematical stat., math, philos., pol. sci., psych., sociol.

Master of Arts and Philosophy: Afrikaans-Nederlands, biblical studies, Classical langs., clinical psych., demog., econ., English, French, geog., German, Greek, Hebrew, hist., Latin, mathematical stat., math, philos., pol. sci., psych., soc. work, sociol., urban studies.

Doctor of Arts and Philosophy (Ph.D.): Afrikaans-Nederlands, biblical studies, demog., econ., English, geog., German, Greek, Hebrew, hist., Latin, philos., pol. sci., psych., sociol., urban studies.

Master of Philosophy (M.Phil.), Doctor of Philosophy (D.Phil.)—inter-disciplinary studies.

Baccalaureus in Library Science, Honneurs Baccalaureus in Library Science, Master in Library Science, Post-Graduate Diploma in Library Science.

Post-Graduate Diploma in Communications, Diploma in Development Studies.

Economic and Management Sciences

Baccalaureus of Economic and Management Sciences (B.Com.) with the following directions: accountancy, communications, computer science, conveyance, econometrics, general, industrial psychology, law.

Baccalaureus of Economic and Management Sciences for Teacher Education (B.Com. [Ed.]).

Honneurs-Baccalaureus of Economic and Management Sciences, Master of Economics and Management Sciences, Doctor of Economic and Management Sciences.

Master of Philosophy (M.Phil.), Doctor of Philosophy (D.Phil.)—inter-disciplinary studies.

Certificate in the Theory of Accountancy.

Education

Baccalaureus of Education, Master of Education, Doctor of Education.

1-year Post-Graduate Higher Education Diploma (N.H.O.D.), 4-year Higher Education Diploma (H.O.D.), 1-year Post-Graduate Higher Education Diploma (Technical) (N.H.O.D.-Tegnies), 1-year Higher Education Diploma (Technical) (H.O.D.-Tegnies).

Baccalaureus Curationis, Baccalaureus Curationis (Instruction and Administration), Master of Nursing, Doctor of Nursing, Diploma in Nursing Education, Diploma in Nursing Administration, Diploma in Nursing Administration and Community Health Nursing.

Law

Baccalaureus Iuris, Baccalaureus Procurationis, Baccalaureus Legum, Master of Laws, Doctor of Laws.

Natural Sciences

Bachelor of Science designated as one of the five curriculum groups:

Biological Sciences with majors in biochemistry, botany, chemistry, zoology;

Earth Sciences with majors in botany, chemistry, computer science, geology, geography, mathematical statistics, mathematics, physics;

Engineering with two years of study in civil and mechanical engineering and four years of study in electrical engineering;

Mathematical Sciences with majors in computer science, mathematical statistics, mathematics, psychology, theoretical physics;

Physical Sciences with majors in mathematics, physics, theoretical physics;

Teacher Education (four-year degree).

Honneurs Baccalaureus of Science in biochemistry, botany, chemistry, computer science, engineering, geology, geography, mathematical statistics, mathematics, operations research, physics, psychology, theoretical physics, zoology.

Master of Sciences in biochemistry, chemistry, computer science, geography, geology, instrumental chemical analysis, mathematical statistics, mathematics, operations research, physics, psychology, theoretical physics, zoology.

Doctor of Science (Ph.D.) in biochemistry, chemistry, geography, geology, psychology, zoology.

Master of Philosophy (M.Phil.) and Doctor of Philosophy (D.Phil.)—inter-disciplinary studies.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.

(2) Grading—"With distinction": To pass a course with distinction a person must receive a grade of 75%. Degrees are awarded with distinction for the degree as a whole or for one or more subjects (bachelor's degree only). Subject distinction requires 75% in that subject in the final year. To obtain a bachelor's degree with distinction a person must average 75% in all courses, average 75% in the major subjects, complete the degree in the minimum time allowed, and use only the minimum number of courses to get the 75% average. Honours degrees are awarded with distinction when a person receives 75%. Master's degrees are awarded with distinction based on the opinion of the examiners.

Rhodes University

Postal Address: P.O. Box 94 Grahamstown 6140 Telegrams: RHODESCAL

Historical Information:
1855—St. Andrew's College founded at Grahamstown.
1904—Became Rhodes College.
1918—Became a university college of University of South Africa (UNISA).
1949—Became an autonomous university.
1959—Designated to serve members of the White population group.

Medium of Instruction: English.

Academic Year (1978): 1st Term: February 14 to April 8; 2nd Term: April 18 to June 16; 3rd Term: July 18 to August 25; 4th Term: September 5 to November 30.

Library Holdings (1979): volumes—220,000; periodicals—2,800.

Academic Staff (1977): 197.

Enrollment (1977): 2,654.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	128	Master's degrees	19
B.Sc. (general)	69	Doctor's degrees	9
B.Com.	69	Diplomas and Certificates	
Other bachelor's degrees	127	Undergraduate	56
Honours degrees (including B.Ed. and LL.B.)	84	Post-graduate	79

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

Bachelor of Arts—majors: Afrikaans/Nederlands, ancient hist., anthropol., biblical studies, ecclesiastical hist., econ., economic hist., econ. of agr., English, fine art studies, French, geog., German, Greek, Hebrew, hist., Latin, legal theory, linguis., math, mathematical stat., music, philos., political studies (African), politics, psych., sociol., Southern Sotho, speech & drama, systematic theol., Xhosa, another approved African language.

B.A.—Honours: African langs., Afrikaans/Nederlands, anthropol., biblical studies, classics, ecclesiastical hist., economic hist., econ., English, French, geog., German, Greek, hist., journ., Latin, linguis., mathematical stat., math, philos., phys. ed., political studies (African), politics & econ., politics, psych., sociol., speech & drama, systematic theol., a combination of any two approved languages, a combination of English and history, a combination of linguistics and anthropology.

Bachelor of Arts (Physical Education), Bachelor of Arts (Translation), Bachelor of Journalism, Bachelor of Fine Art.

Bachelor of Music, Master of Music, Doctor of Music, Licentiate Diploma in Music.

Master of Arts, Master of Fine Art, Doctor of Philosophy, Doctor of L[illegible]ture, Dip. in Fine Art, Dip. in Physical Education, Lower Dip. in Librarianship, Higher Dip. in Librarianship, Postgraduate Dip. in Translation.

Commerce

Bachelor of Commerce: general, bus. admin., acc., econ., psych., stat.

Bachelor of Economics.

Bachelor of Commerce with Honours, Bachelor of Economics with Honours, Master of Commerce, Doctor of Philosophy, Doctor of Economics, Diploma in Personnel Management, Diploma in Management and Marketing, Certificate in the Theory of Accountancy, Certificate in Secretarial Practice.

Divinity

Bachelor of Theology, Bachelor of Divinity, Doctor of Philosophy, Doctor of Divinity, Diploma in Theology, Certificate in Religious Knowledge.

Education

Bachelor of Education, Master of Education, Doctor of Philosophy, Doctor of Literature, Higher Diploma in Education (Post-Graduate) for Teachers in Secondary Schools, Higher Diploma in Education for Teachers in Secondary Schools, Diploma in Education for Senior Primary Teachers, Higher Diploma in Education (Post-Graduate) for teachers in the Senior Primary Schools, Diploma in Education (for Junior Primary Teachers).

Law

Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Philosophy, Doctor of Laws.

Social Science

Bachelor of Social Science—majors: anthropol., econ., economic hist., econ. of agr., geog., hist., linguis., math, mathematical stat., philos., political studies (African), politics, psych., sociol.

Bachelor of Social Science in Social Work.

Bachelor of Social Science with Honours: anthropology, economic history, econ., geography, history, linguis., math, mathematical statistics, philosophy, politics, political studies (African), psychology, sociology.

Master of Social Science, Doctor of Philosophy, Doctor of Social Science, Diploma in Social Work, Diploma in Social Studies.

Science

Bachelor of Science—majors: applied chem., applied chem. (geol.), applied math, astron., chem., chem. (biol.), computer sci., entomol., geog., geol., math, mathematical stat., microbiol., physiol., physics, plant sci., psych., zoology.

Bachelor of Science with Honours: applied math, chem., computer sci., electronics, entomol., geog., geol., ichthyology, mathematical stat., math, microbiol., operations research, physics, plant sci., psych., zoology.

Bachelor of Pharmacy, Master of Pharmacy.

Master of Science, Doctor of Philosophy, Doctor of Science, Dip. in Leather Science.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.

(2) Grading—

1951-1962		1963-1966	
Class I	66% or better	Class I	70% or better
Class II	50-65%	Class II	55-69%
Class III	40-49%	Class III	40-54%
1967-1968		**1969**	
Class I	70% or better	Class I	75% or better
Class II(division 1)	60-69%	Class II(division 1)	70-74%
Class II(division 2)	50-59%	Class II(division 2)	60-69%
Class III	40-49%	Class III	50-59%

"With distinction": Degrees/diplomas/certificates are awarded with distinction when specified portions of the work are performed at a Class I level.

UNIVERSITY OF SOUTH AFRICA (UNISA)
(Universiteit van Suid Africa)

Postal Address: P.O. Box 392
Pretoria 0001

Telegrams: UNISA, PRETORIA

Historical Information:

1916—Created by legislation as a federated university to replace the examining body known as the University of the Cape of Good Hope.
1940s—Began offering courses by correspondence.
1951—Nature of UNISA changed to that of a correspondence university to serve all population groups.
1960—Resumed role of examining body in regard to Non-White universities.
1970s—Dropped role of examining body as the universities became full-fledged.

Medium of Instruction: English and Afrikaans.

Academic Year: Not applicable, as instruction is by correspondence.

Library Holdings: Information not available.

Academic Staff (1977): 571.

Enrollment (1977): 46,714.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	611	Master's degrees	180
B.Sc. (general)	45	Doctor's degrees	44
B.Com.	179	Diplomas and Certificates	
Other bachelor's degrees	323	Undergraduate	71
Honours degrees (including B.Ed. and LL.B.)	583	Post-graduate	572

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

Bachelor of Arts—majors: African development admin., African politics, Afrikaans en Nederlands, anthropol., Arabic, biblical studies, church hist., Classical Hebrew, communication, criminol., econ., educ., English, French, geog., German, Greek, hist., hist. of art, hist. of music, interna. politics, Italian, Judaica, Latin, linguis., logic, philos., math, Modern Hebrew, Northern Sotho, penology, pol. sci., Portuguese, private law, psych., public admin., Roman law, Russian, sociol., Southern Sotho, Spanish, systematic theol., Tsonga, Tswana, Venda, Xhosa, Zulu.

Honours Bachelor of Arts, Master of Arts: African Langs., Afrikaans en Nederlands lang. & lit., anthropol., Arabic, biblical studies, Classical Hebrew, classics, communication, criminol., development admin. & politics, econ., English lang. & lit., French lang. & lit., geog., German lang. & lit., Greek, hist., hist. of art, interna. politics, Italian lang. & lit., Judaica, Latin, linguis., math, Modern Hebrew, philos., pol. sci., psych., public adminis., Russian, sociol., strategic studies.

Doctor of Literature and Philosophy, Diploma in Bantu Studies, Diploma in Translation.

Bachelor of Arts in Social Science, Honours Bachelor of Arts in Social Science (in anthropology, communication, criminology, psychology, social work, sociology), Master of Arts in Social Science (in same departments as Honours), Master of Arts in Social Science in Mental Health, Doctor of Philosophy.

Bachelor of Arts in Fine Arts.

Bachelor of Musicology, Honours Bachelor of Musicology, Master of Musicology, Doctor of Musicology.

Bachelor of Library Science, Honours Bachelor of Library Science, Master of Library Science, Doctor of Library Science, Lower Diploma in Library Science, Higher Diploma in Library Science, Diploma in Special Education (School Library Science), Certificate in School Library Science.

Bachelor of Arts (Police Science), Diploma for Police.

Master of Arts in Clinical Psychology, Master of Arts in Counselling Psychology.

UNIVERSITY OF SOUTH AFRICA

Tel 440 1212

AIRMAIL

The African American Institute
13 United Nations Plaza
New York
NEW YORK 10017
U.S.A.

MPA/S

17 February 1978

Dear Sir/Madam

In response, I subjoin a transcript of the academic record of
for the degree of Bachelor of Arts
which she completed in 1975.

Year	Subject	Course/Module	Percentage
1966	Anthropology	One	45
	Sociology	One	40
1967	Anthropology	One	56
	Sociology	One	53
	Zulu	One A	53
	Psychology	One	50
1968	Biblical Studies	One	48
	Geography	One	51
1969	Biblical Studies	One	44
	Anthropology	Two	44
	Geography	Two	51
1970	Biblical Studies	One	50
	Anthropology	Two	50
1971	Anthropology	Three	34
	Geography	Three	44
1972	Anthropology	Three	41
	Geography	Three	40

Pass mark = 50%

Since this is not a residential University there is little personal contact with students and consequently I cannot supply any further information you might require.

This information is confidential and may not be given to the student.

Yours faithfully,

REGISTRAR (ADMINISTRATION)

(continued on page 2.)

Document 15a. Transcript

UNIVERSITY OF SOUTH-AFRICA

Tel 440 1212

2.

MPA/S

Academic record of
for the degree of Bachelor of Arts which she completed in 1975.

Year	Subject	Course/Module	Percentage
1972	Practical English		Absent
1973	Anthropology	Three	47
	Geography	Three	42
Feb.			
1974	Anthropology	Three	61
1974	Geography	Three	44
	Sociology	Two	46
Feb.			
1975	Geography	Three	45
1975	Geography	Three	41
Feb.			
1976	Geography	Three	51
****	**********	*****	****

Pass mark = 50%

This transcript is issued without alterations or erasures.

Yours faithfully,

REGISTRAR (ADMINISTRATION)

Document 15b. Transcript, p. 2

BEST COPY AVAILABLE

Bachelor of Arts in Nursing Science, Honours Bachelor of Arts in Nursing Science, Master of Arts in Nursing Science, Doctor of Literature and Philosophy, Diploma in Advanced Nursing Science.

Commerce & Administration

Bachelor of Commerce in: general, administration, accounting, economics, law.

Honours Bachelor of Commerce and Master of Commerce in: accounting, auditing, business economics, economics, industrial psychology, statistics.

Doctor of Commerce.

Bachelor of Accounting Science, Honours Bachelor of Accounting Science, Master of Accounting Science, Doctor of Accounting Science, Certificate in the Theory of Accountancy.

Master of Administration, Doctor of Administration.

Master of Business Leadership, Doctor of Business Leadership.

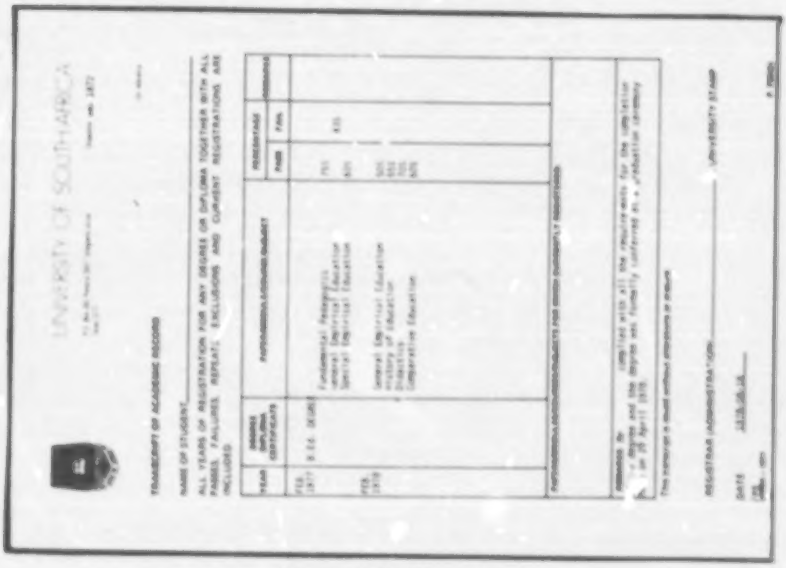
Diploma in Market Research and Advertising.

Education

Bachelor of Education, Master of Education, Doctor of Education, Higher Education Diploma (Post-Graduate), Higher Education Diploma (Technical), Diploma in Specialised Education (epileptics, the cerebral palsied, the visually handicapped, the aurally handicapped, remedial education), Diploma for Therapists (the cerebral palsied, epileptics, the aurally handicapped), Certificate in Special Education (the cerebral palsied, epileptics, the visually handicapped, the aurally handicapped), Diploma in Nursery Education, Higher Education Diploma (Pre-Primary), Higher Education Diploma (Post-Graduate Pre-Primary), Diploma in Tertiary Education, Further Diploma in Education.

Law

Bachelor of Law, Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Laws, Public Service Law Examination, Public Service Senior Law Examination.


UNIVERSITY OF SOUTH AFRICA

TRANSCRIPT OF ACADEMIC RECORD

NAME OF STUDENT

ALL YEARS OF REGISTRATION FOR ANY DEGREE OR DIPLOMA TOGETHER WITH ALL PASSES, FAILURES, REPEATS, EXCLUSIONS AND CURRENT REGISTRATIONS ARE INCLUDED

YEAR	PASSES DIPLOMAS CERTIFICATES	PROGRAMME/STUDIES/SUBJECT	RESULTS PASS	RESULTS FAIL	COMMENTS
1971	B.Ed. (EURO)	Fundamental Pedagogics General Didactics General Methodical Education	71	63	
1972		General Methodical Education History of Education Didactics Comparative Education	72	63	

PROGRAMME/STUDIES/SUBJECTS FOR WHICH CURRENTLY REGISTERED

REMARKS Re

REGISTRAR (ADMINISTRATION) _____ UNIVERSITY STAMP

DATE

BEST COPY AVAILABLE

Document 16. Transcript

Science

Bachelor of Science with no major but choosing subjects among the following: applied math, astron., biol., botany, chem., computer sci., geog., geol., information systems, math, microbiol., operations research, physics, physiological chem., physiol., psych., stat., zool.

Honours Bachelor of Science, Master of Science: applied math, chem., computer sci., geog., information systems, math, operations research, physics, psych., stat.

Doctor of Philosophy: applied math, chem., computer sci., geog., information systems, math, operations research, physics, psych., stat.

Diploma in Datametrics.

Theology

Bachelor of Theology.

Honours Bachelor of Theology in Old Testament, New Testament, church history, missiology, and science of religion, systematic theology, theological ethics, practical theology.

Bachelor of Divinity.

Master of Theology, Doctor of Theology, Diploma in Theology.

Degrees which have recently been discontinued: Baccalaureus Diaconologiae, Honours Bachelor of Diaconiology.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year-levels. Science and Theology Faculties (only) use three-digit numbers for their course modules.

(2) Grading—

1960s:	75-100% = A		55-64% = C
	65-74% = B		50-54% = D

"With distinction": Degrees/diplomas/certificates are awarded with distinction when portions of the work are completed with a grade of 75% or better. Each degree/diploma/certificate has its own regulations. Bachelor's degrees can be awarded with distinction in one or more subjects, when 75% is obtained in the final year of that subject.

University of Stellenbosch
(Universiteit van Stellenbosch)

Postal Address: Stellenbosch 7600

Historical Information:

1866—Opened as the Stellenbossche Gymnasium.
1874—Arts Department of the University of the Cape of Good Hope set up in Stellenbosch.
1881—Name changed to Stellenbosch College.
1887—Name changed to Victoria College of Stellenbosch.
1918—Became University of Stellenbosch.
1959—Designated to serve members of the White population group.

Medium of Instruction: Afrikaans.

Academic Year (1978): 1st Semester, 1st Quarter: February 8 to March 23; 2nd Quarter: April 4 to June 20. 2nd Semester, 3rd Quarter: July 18 to September 8; 4th Quarter: October 5 to December 2.

Library Holdings: Information not available.

Academic Staff (1977): 864. (Does not include military science.)

Enrollment (1977): 10,623.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	430	Master's degrees	161
B.Sc. (general)	115	Doctor's degrees	36
B.Com.	138	Diplomas and Certificates	
Other bachelor's degrees	848	Undergraduate	178
Honours degrees (including B.Ed. and LL.B.)	376	Post-graduate	363

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Agriculture

Baccalaureus Scientiae in Agriculture, Honneurs-Baccalaureus Scientiae in Agriculture, Magister Scientiae in Agriculture, Philosophiae Doctor in Agriculture, Doctor Scientiae in Agriculture.

Baccalaureus in Agricultural Management, Honneurs-Baccalaureus in Agricultural Management, Magister in Agricultural Management, Philosophiae Doctor in Agricultural Management.

Baccalaureus in Agricultural Education, Baccalaureus Scientiae in Nutrition Science, Honneurs-Baccalaureus in Nutrition Science, Magister Scientiae in Nutrition Science, Philosophiae Doctor in Nutrition Science, Doctor Scientiae in Nutrition Science.

Arts

Baccalaureus Artium (General)—majors: African studies, Afrikaans-Nederlands, Afrikaner culture and ethnology, archeol., biblical studies, classical culture, devel. admin., econ., English, ethnology, French, gen. linguis., geog., German, governmental philos., Greek, Hebrew, hist., Italian, Latin, philos., pol. sci., private law, psych., public admin., sociol., South Sotho, stat., Xhosa.

Baccalaureus Artium specially endorsed for counseling psychology, fine arts, law subjects, music, part-time degree studies, psychology and statistics, seminary, social work.

Baccalaureus in Library Science, Baccalaureus Musicae, Baccalaureus in Drama.

Honneurs-Baccalaureus Artium, Magister Artium: African studies, Afrikaans en Nederlands, Afrikaner culture and ethnology, archeol., Bantu langs., biblical languages (honours only), biblical studies, classical culture, classical languages, devel. admin., drama, English, ethnology, French, gen. linguis., geog., German, governmental philos., Greek, hist., Italian, Latin, philos., psychol., Semitic langs., sociol.

Honneurs-Baccalaureus Artium in Fine Arts, Honneurs-Baccalaureus in Social Work, Honneurs-Baccalaureus Artium in Counselling Psychology, Honneurs-Baccalaureus in Library Science, Honneurs-Baccalaureus in Drama, Honneurs-Baccalaureus in Journalism, Honneurs-Baccalaureus in Music.

Magister Artium in Fine Arts, Magister Artium in Social Work, Magister Artium in Counselling Psychology, Magister Artium in Clinical Psychology, Magister in Library Science, Magister in Drama, Magister in Music, Magister in Journalism, Magister in Town and Regional Planning.

Doctor Litterarum (D.Litt.) in all of the languages listed for the honours except biblical languages.

Doctor Philosophiae (D.Phil.) in town and regional planning and in all subjects listed for the honours except classical culture.

Doctor Musicae.

Dip. in Fine Arts, Lower Dip. in Library Science, Dip. for Verhoogbestuurders, Higher Education Dip. (secondary music), Licentiate in Music Education, Licentiate in Music Recitals, Specialization Dip. in School Library Science, Higher Education Dip. (primary) (speech & drama), Higher Licentiate in Music Recitals, Post-Graduate Professional Dip. in Museum Science, Higher Dip. in Library Science, Post-Graduate Dip. in Counselling Psychology, Advanced Dip. in Social Work.

Commerce and Administration

Baccalaureus in Economics, Honneurs-Baccalaureus in Economics, Magister in Economics, Doctor in Economics.

Baccalaureus in Administration, Honneurs-Baccalaureus in Administration, Magister in Administration, Doctor in Administration, Honneurs-Baccalaureus in Business Management and Administration, Magister in Business Management and Administration, Doctor in Business Management and Administration, Diploma in Business Management and Administration, Advanced Diploma in Business Management and Administration, Honneurs-Baccalaureus in Public Administration, Magister in Public Administration, Doctor in Public Administration.

Baccalaureus in Accountancy, Honneurs-Baccalaureus in Accountancy, Magister in Accountancy, Doctor in Accountancy.

Baccalaureus Commercii (with general, law and mathematical directions), Honneurs-Baccalaureus Commercii, Magister Commercii, Doctor Commercii.

Higher Education Diploma in Commercial Subjects.

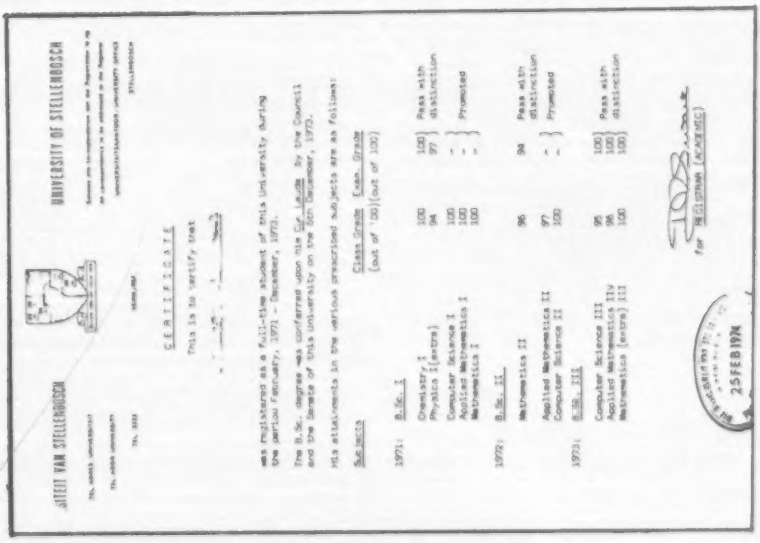
Dentistry

Baccalaureus in Dentistry, Magister in Science and Dentistry, Magister in Dentistry, Doctor in Dentistry, Philosophiae Doctor in Odontology, Diploma in Oral Hygiene.

Education

Baccalaureus Educationis, Baccalaureus in Primary Education (general), Baccalaureus in Primary Education (Physical Education), Baccalaureus in Primary Education (School Music), Baccalaureus in Primary Education (School Counselling), Magister Educationis, Doctor Educationis.

Higher Education Diploma (Secondary) (Post-Graduate), Higher Education Diploma (Secondary), Specialized Diploma (Mentally Retarded) (Post-Graduate), Specialized Diploma (Mentally Retarded), Specialized Diploma (Clinical-Remedial), Higher Education Diploma (Primary) (Speech and Drama), Higher Education Diploma (Primary) (School Music), Specialized Diploma in School Library Science.



STELLENBOSCH UNIVERSITY

UNIVERSITY OF STELLENBOSCH

CERTIFICATE

This is to certify that

was registered as a full-time student of this University during the period February, 1971 - December, 1971.

The B.Sc. degree was conferred upon him by the Council and the Senate of this University on the 10th December, 1973.

His attainments in the various prescribed subjects are as follows:

Subjects	Class Grade (out of 100)	Exam. Grade (out of 100)	
1971: B.Sc. I			
Chemistry I	100	100	Pass with
Physics I(centre)	94	97	distinction
Computer Science I	100	-	Promoted
Applied Mathematics I	100	-	
Mathematics I	100	-	
1972: B.Sc. II			
Mathematics II	96	94	Pass with distinction
Applied Mathematics II	97	-	Promoted
Computer Science II	100	-	
1973: B.Sc. III			
Computer Science III	95	100	Pass with
Applied Mathematics IIIv	96	100	distinction
Mathematics (extra) III	100	100	

for REGISTRAR (ACADEMIC)

25 FEB 1974

Document 17. Certificate of Credit

Engineering

Baccalaureus in Science in Engineering in chemical, chemical (extractive metallurgy), civil, electro-technical, mechanical engineering.

Baccalaureus in Engineering in chemical (general and extractive metallurgy), civil, electro-technical (with several subspecialties), mechanical engineering.

Honneurs-Baccalaureus in Science in Engineering, Integrated Honneurs-Baccalaureus in Engineering, Magister in Engineering, Philosophiae Doctor in Engineering, Doctor in Engineering, Post-Graduate Diploma in Engineering.

Forestry

Baccalaureus Scientiae in Forestry, Honneurs-Baccalaureus Scientiae in Forestry, Magister Scientiae in Forestry, Philosophiae Doctor in Forestry, Doctor Scientiae in Forestry.

Baccalaureus Scientiae in Wood Science, Honneurs-Baccalaureus in Wood Science, Magister Scientiae in Wood Science, Philosophiae Doctor in Wood Science, Doctor Scientiae in Wood Science.

Honneurs-Baccalaureus in Nature Conservation, Magister Scientiae in Nature Conservation, Philosphiae Doctor in Nature Conservation, Doctor Scientiae in Nature Conservation.

Baccalaureus in Park and Recreation Administration.

Law

Legum Baccalaureus, Legum Magister, Legum Doctor.

Medicine

Baccalaureus in Medicine and Baccalaureus in Surgery, Magister in Medicine, Doctor in Medicine, Philosophiae Doctor in Medicine, Doctor Scientiae in Medicine.

Honneurs-Baccalaureus Scientiae in Medical Science, Magister Scientiae in Medical Science, Philosophiae Doctor in Medical Science, Doctor Scientiae in Medical Science.

Baccalaureus in Occupational Therapy, Baccalaureus in Nursing, Honneurs-Baccalaureus in Nursing, Magister in Nursing, Baccalaureus Scientiae in Physiotherapy, Magister Scientiae in Physiotherapy.

Diploma in Hospital Dietetics, Diploma in Nursing Education, Education Diploma in Occupational Therapy, Diploma in Community Health, Diploma in Occupational Medicine.

Science

Baccalaureus Scientiae with majors in applied math, biochem., botany, chem., computer sci., dietetics, entomology, genetics, geochem., geog., geol., mathematical stat., math, microbiol., phys. ed., physics, physiol., plant path., psychol., stat., zoology.

Honneurs-Baccalaureus Scientiae, Magister Scientiae and Doctor Philosophiae (Ph.D.) in applied math, biochem., botany, chem., computer sci., entomology, genetics, geog., geol., mathematical stat., math, microbiol., operational analysis (honours only), physics, physiol., plant path., psychol., stat., zoology.

Magister Scientiae in Clinical Psychology, Magister Scientiae in Counselling Psychology, Post-Graduate Diploma in Counselling Psychology.

Baccalaureus in Domestic Science (general), Baccalaureus in Domestic Science (Education), Baccalaureus Scientiae (Educationis) in Domestic Science, Honneurs-Baccalaureus in Domestic Science, Honneurs-Baccalaureus Scientiae in Domestic Science, Magister in Domestic Science, Magister Scientiae in Domestic Science, Philosophiae Doctor in Domestic Science, Doctor Scientiae in Domestic Science, Doctor Scientiae.

Theology

Baccalaureus Theologiae, Magister Theologiae, Doctor Theologiae, Licentiate in Theology.

Remarks on Transcripts:

(1) Course numbering—Three-digit numbers are used: first digit indicates the course level (e.g., 100 is first course); second digit indicates the semester (1, 2, 3, for first semester/4, 5, 6, for second semester/7, 8, 9 for year-long course); third digit indicates the credit hours, determined by counting the number of class meetings (lectures and practicals) per week.

(2) Grading—Since the 1960s: 75-100% = A; 65-74% = B; 55-64% = C; 50-54% = D.

"Cum laude": In general, bachelor's degrees and diplomas/certificates are awarded cum laude when the student's overall and final year averages are both 75%. Honours and master's degrees are awarded cum laude when the average is 75%. There are a few departmental variations.

"With distinction": A course is passed with distinction when the student receives A. However, courses without final exams are not allowed to be noted "with distinction" even if the coursework is A.

University of Transkei

Postal Address: Private Bag X5092
Umtata
Republic of Transkei

Telegrams: UNIKEI, UMTATA

Historical Information:

1976—Opened as a branch of the University of Fort Hare to serve the Xhosa population group.

1977—Became the autonomous University of Transkei.

Medium of Instruction: English.

Academic Year (1979): 1st Semester, 1st Term: February 14 to April 5; 2nd Term: April 17 to June 21. 2nd Semester, 3rd Term: July 17 to August 31; 4th Term: September 11 to November 30.

Library Holdings: Information not available.

Academic Staff (1978): 46.

Enrollment (1978): 474.

Degrees, Diplomas, & Certificates Offered by Faculty (1979):

Arts

B.A.—majors: Afrikaans-Nederlands, anthropol., econ., English, geog., hist., Latin, math, philos., pol. sci., private law, psych., public admin., sociol., Sotho, statistical methods, Xhosa.

B.A. (Honours)—majors: Afrikaans-Nederlands, anthropol., econ., English, geog., hist., math, philos., pol. sci., psych., public admin., sociol., Sotho, Xhosa.

M.A. Same subjects as B.A. (Hons.) except that psychology cannot be pursued at the master's level.

Doctor of Literature and Philosophy.

Economic Sciences

Bachelor of Commerce (general), Bachelor of Commerce (economics), Bachelor of Commerce (accounting).

Bachelor of Commerce (Honours)—majors: bus. mgmt., econ., indus. psych., transport econ.

Master of Commerce: accountancy, bus. mgmt., econ., indus. psych., transport econ.

Doctor of Philosophy, Doctor of Commerce, Diploma in Commerce (non-grad).

Bachelor of Administration, Bachelor of Administration (Honours), Master of Administration: bus. mgmt., econ., indus. psych., pol. sci., public admin.

Doctor of Philosophy, Doctor of Administration, Dip. in Administration (non-grad).

Education

Bachelor of Education, Master of Education, Doctor of Education, University Education Diploma (graduate), University Education Diploma (non-grad), Secondary Teachers' Diploma (non-grad).

Law

Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Laws.

Natural Sciences

Bachelor of Science, Bachelor of Science (Honours), Master of Science: botany, chemistry, mathematics, psychology, physics, zoology.

Doctor of Philosophy, Doctor of Science.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.

(2) Grading—"Cum laude": Bachelor's degrees are awarded cum laude when 75% is obtained in each major subject and the average in all subjects is 75%.

"With distinction": Honours and master's degrees and diplomas/certificates can be awarded with distinction: master's degrees upon Senate recommendation; the others, when a specified portion of the work is completed with a grade of 75%.

University of the Western Cape
(Universiteit van Wes-Kaapland)

Postal Address: Private Bag X17, Bellville 7530 — Telegrams: UNIBELL, CAPE TOWN

Historical Information:

1959—Created by Parliament to serve the Coloured population group.
1970—Became full-fledged university.
1973—Moved to present campus.

Medium of Instruction: Afrikaans and English.

Academic Year (1980): 1st Semester, 1st Term: February 4 to March 28; 2nd Term: April 8 to June 20. 2nd Semester, 3rd Term: July 21 to September 19; 4th Term: September 29 to December 5.

Library Holdings (1978): volumes—86,609; periodicals—12,472 (bound).

Academic Staff (1979): 231.

Enrollment (1979): 3,591.

Degrees, Diplomas, & Certificates Awarded (1978):

B.A. (general)	148	Master's degrees	4
B.Sc. (general)	28	Doctor's degrees	1
B.Com.	18	Diplomas and Certificates	
Other bachelor's degrees	66	Undergraduate	122
Honours degrees (including B.Ed. and LL.B.)	42	Post-graduate	82

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts and Philosophy

Baccalaureus Artium—majors: Afrikaans en Nederlands, anthropol., biblical studies, econ., English, French, geog., German, Hebrew, Hellenistic Greek, hist., Latin, linguis., math, philos., pol. sci., private law, psych., public admin., social work, sociol.

Baccalaureus Artium (Honours): Afrikaans en Nederlands, anthro., biblical studies, econ., English, geog., German, hist., Latin, philos., psych., social work, sociol.

Magister Artium, Doctor Litterarum, Doctor Philosophiae.

Baccalaureus Artium in Social Work, Honours Baccalaureus Artium in Social Work, Magister Artium in Social Work, Doctor Philosophiae, Diploma in Social Work, Higher Diploma in Social Work.

Baccalaureus Bibliothecologiae, Honours Baccalaureus Bibliothecologiae, Magister Bibliothecologiae, Doctor Bibliothecologiae, Lower Dip. in Library Science, Higher Dip. in Library Science, Dip. in School Librarianship.

Baccalaureus Curationis, Honours Baccalaureus Curationis, Magister Curationis, Doctor Curationis, Diploma in Nursing Administration, Diploma in Operating Theatre Technique.

Baccalaureus Artium in Music, Diploma in Music Teaching.

Baccalaureus Artium in Human Ecology.

Dentistry (No information available.)

Economic and Management Sciences

(Incomplete information.)

Baccalaureus Commercii, Bachelor of Economics, Bachelor of Administration.

Honours Baccalaureus Commercii, Honours Bachelor of Administration, Honours Bachelor of Economics.

Diploma in Commerce, Diploma in Public Administration.

Education (No information available.)

Law

Baccalaureus Procurationis, Baccalaureus Legum, Baccalaureus Iuris, Diploma Iuris, Diploma Iurisprudentiae, Baccalaureus Iurisprudentiae.

Science

Baccalaureus Scientiae—majors: applied math, biochem., botany, chem., geog., mathematical stat., math, physiol., physics, zoology.

Honours Baccalaureus Scientiae: applied math, botany, biochem., chem., geog., physics, math, mathematical stat., zoology.

Magister Scientiae, Doctor Scientiae.

Baccalaureus Pharmaceuticae, Magister Pharmaceuticae, Doctor Pharmaceuticae.

Theology (No information available.)

Remarks on Transcripts

(1) Course numbering—Roman numerals indicate year levels.

(2) Grading—History of grades appearing on transcripts:

1960-1971

Pass		Fail
A = 75% +	D = 50-54%	G = 35-39%
B = 66-74%	E = 45-49%	H = 30-34%
C = 55-65%	F = 40-44%	I = 30% and less

The pass mark for 1960 was an F symbol; since 1961 it has been a D symbol.

1972-1980

Pass		Fail
A = 80% and more	C = 60-69%	E = 45-49%
B = 70-79%	D = 50-59%	F = 44% and less

V = Exempted. A student who attains a year mark in excess of 55% is allowed to enroll for a subsequent course in the same subject without writing the final examination, but also without obtaining credit for this course; credit to be granted only on passing the examination in a subsequent course in this subject (within a period of four years since last exception).

Since 1977 the pass mark for the Lower Secondary Teacher's Diploma in Science is an E symbol.

"Cum laude": Bachelor's degrees and diplomas/certificates are awarded cum laude when a student obtains a 75% grade average in the final year of a major subject. Honours degrees are awarded cum laude when a student receives 75%.

"With distinction": To pass a course with distinction a student must receive 80%.

UNIVERSITY OF THE WITWATERSRAND

Postal Address: 1 Jan Smuts Avenue, Johannesburg 2001 Telegrams: UNIVERSITY, JOHANNESBURG

Historical Information:
1896—School of Mines established at Kimberly.
1904—School transferred to Johannesburg.
1916—Became part of the University of South Africa (UNISA) system.
1922—Became autonomous university.
1959—Since 1959 has served the White population group.

Medium of Instruction: English.

Academic Year (1978): 1st Term: February 13 to April 29; 2nd Term: May 15 to July 22; 3rd Term: August 14 to November 25.

Library Holdings (1977): volumes—600,000; periodicals—information unavailable.

Academic Staff (1977): Information unavailable.

Enrollment (1977): 11,341.

Degrees, Diplomas, & Certificates Awarded (1976):

B.A. (general)	322	Master's degrees	113
B.Sc. (general)	150	Doctor's degrees	39
B.Com.	233	Diplomas and Certificates	
Other bachelor's degrees	599	Undergraduate	215
Honours degrees (including B.Ed. and LL.B.)	180	Post-graduate	257

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Architecture

Bachelor of Architecture, Master of Architecture, Doctor of Philosophy (Ph.D.), Doctor of Architecture, Doctor of Science in Architecture.

Bachelor of Science in Quantity Surveying, Master of Science in Quantity Surveying, Doctor of Philosophy (Ph.D.), Doctor of Science in Quantity Surveying.

Bachelor of Science in Town and Regional Planning, Master of Science in Town and Regional Planning, Doctor of Philosophy (Ph.D.), Doctor of Town and Regional Planning, Doctor of Science in Town and Regional Planning.

Bachelor of Science in Building, Master of Science in Building, Doctor of Philosophy (Ph.D.), Doctor of Science in Building.

Higher Diploma in Planning for Developing Areas (grad).

Arts

B.A.—majors: Afrikaans en Nederlands, archeol., Bantu lang. (Southern Sotho, Zulu or others from time to time), biblical and religious studies, chem., classical life & thought, economic hist., econ., English, fine art, French, geog., German, Greek, Hebrew, hist., hist. of art, hist. of music, Italian, Latin, legal theory and institutions, linguis., mathematical stat., math, philos., phonetics, pol. sci., Portuguese, psych., Russian, social anthro., sociol.

B.A. with Honours: African gov., African languages & linguis., Afrikaans en Nederlands lang. & lit., ancient hist., applied linguis., archeol., biblical & religious studies (Scripture), biblical & religious studies (hist. & philos. of religions), classics, comp. lit., comp. linguis., comp. philology, devel. studies, economic hist., econ., English lang. & lit., French lang. & lit., geog., German lang. & lit., Greek, Hebrew, hist., hist. & philos. of sci., hist. of art, hist. of drama, hist. of music, indus. sociol., interna. relations, Italian lang. & lit., Latin, linguis., mathematical stat., math, philos., philos. of sci. & hist. of tech., phonetics, pol. sci., Portuguese lang. & lit., psych., Russian lang. & lit., soc. anthropol., social theory, sociol.

Master of Arts, Doctor of Philosophy (Ph.D.), Doctor of Literature.

Bachelor of Arts in Fine Arts, Master of Arts in Fine Arts.

Bachelor of Arts in Social Work, Master of Arts in Social Work, Higher Diploma in Advanced Social Work Practice.

Bachelor of Arts in Speech and Hearing Therapy, Master of Arts in Audiology, Master of Arts in Speech Pathology.

Bachelor of Arts in Dramatic Art, Master of Arts in Dramatic Art.

Bachelor of Arts in Education, Diploma in Education of the Deaf.

Bachelor of Music, Master of Music, Doctor of Music.

Higher Diploma in Librarianship (in abeyance in 1978).

Business Administration

Master of Business Administration, Doctor of Philosophy (Ph.D.), Higher Diploma in Personnel Management (grad).

Commerce

Bachelor of Accountancy, Higher Dip. in Accountancy (grad), Cert. in the Theory of Accountancy, Higher Dip. in Business Data Processing (grad or holder of C.T.A.).

Bachelor of Commerce (general), Bachelor of Commerce (legal), Bachelor of Commerce with Honours, Master of Commerce, Doctor of Philosophy (Ph.D.), Doctor of Commerce.

Bachelor of Economic Science, Bachelor of Economic Science with Honours, Master of Economic Science, Doctor of Philosophy (Ph.D.), Doctor of Economic Science, Higher Diploma in Property Economics (non-grad), Diploma in Actuarial Mathematics (in abeyance in 1978), Diploma in the Economics of Local Government and Public Administration (in abeyance in 1978).

Dentistry

Bachelor of Dental Science, Bachelor of Science in Oral Biology, Master of Science in Dentistry, Master of Dentistry, Master of Dental Science, Doctor of Philosophy in Dentistry, Doctor of Science in Dentistry, Dip. in Oral Hygiene (non-grad), Higher Dip. in Dentistry (grad), Dip. in Anaesthetics (grad) (in abeyance in 1978), Dip. in Public Dentistry (grad) (in abeyance in 1978).

Education

Bachelor of Education, Master of Education, Doctor of Philosophy (Ph.D.), Doctor of Education, Higher Dip. in Communication Studies (grad), Higher Dip. in Education (Postgraduate), University Education Dip. (Postgraduate), Higher Dip. in Education (non-grad), University Education Dip. (non-grad), Dip. in Remedial Education (non-grad), Dip. in Specialised Education (non-grad), Licentiate in Music (non-grad), Performer's Dip. in Music (non-grad).

Engineering

Bachelor of Science in Engineering in applied geophysics, chem. eng., civil eng., elec. eng., geological eng., land surveying, mechan. eng., metallurgy, mining eng.

Master of Science in Engineering, Doctor of Philosophy (Ph.D.), Doctor of Engineering, Doctor of Science in Engineering, Graduate Dip. in Engineering.

Law

Baccalaureus Procurationis, Bachelor of Laws, Master of Laws, Doctor of Philosophy (Ph.D.), Doctor of Laws, Higher Diploma in Tax Law (grad).

Medicine

Bachelor of Medicine and Bachelor of Surgery, Master of Medicine in Clinical Disciplines, Master of Medicine in Forensic Pathology, Master of Science in Medicine, Master of Orthopaedic Surgery, Master of Surgery, Doctor of Philosophy in Medicine, Doctor of Medicine, Dip. in Tropical Medicine and Hygiene (grad), Dip. in Orthoptics.

Bachelor of Science in Physiotherapy, Bachelor of Science in Occupational Therapy, Master of Science in Physiotherapy, Master of Science in Occupational Therapy, Doctor of Philosophy (Ph.D.), Diploma in Physiotherapy Education (non-grad).

University of the Witwatersrand, Johannesburg

St. February 2, 1976

Jan Smuts Avenue, Johannesburg, South Africa
Telephone 716-9111 Telegrams 'University'

This is to certify that completed all the following courses for the degree of Bachelor of Science in Engineering in the branch of Chemical Engineering by passing the University examinations thereto:

Year of Study	Date	Course	Pass Division
FIRST	November 1971	Applied Mathematics & Computer Science I	80
		Chemistry I	77
		Mathematics I	86
		Physics I	89
		Descriptive Geometry & Engineering Design	S
SECOND	November 1972	Applied Mathematics & Computer Science II	75
		Chemical Engineering I	70
		Chemistry II	68
		Mathematics II	61
		Mechanical Engineering Design	78
		Physics II	82
THIRD	November 1973	Heat Transfer	63
		Mass Transfer	70
		Momentum Transfer	61
		Chemical Engineering Thermodynamics	73
		Chemical Reactor Theory I	87
		Process Control I	72
		Chemical Engineering Laboratory & Plant Design	67
		Mathematical Topics A	81
		Physical Chemistry	72
		Electrical Engineering	90
		Statistics for Engineers	65
FOURTH	November 1974	Chemical Engineering Design	Absent
		Chemical Engineering Laboratory Project	80
		Optimization & Selected Topics	100
		Biochemical Engineering	81
		Chemical Engineering Aspects of Mineral Processes	69
		Unit Processes	70
		Advanced Chemical Engineering I	68
		Process Heat Transfer	80
		Mathematical Topics B	67
FOURTH (Repeat)	November 1975	Chemical Engineering Design	86

The degree of B.Sc. (Eng.) in Chemical Engineering was conferred upon . . at the Graduation Ceremony which was held on the 13th December 1974.

26-2-1976

Document 18. Transcript

UNIVERSITY OF THE WITWATERSRAND
JOHANNESBURG

This is to certify that

was registered in the Faculty of ARTS

as detailed below Student Number

BACHELOR OF ARTS

Year	Course	Class*
1969	English One	Third
	Legal Theory and Institutions One	Third
	Philosophy One	Third
	Political Science One	Second
1970	Afrikaans en Nederlands One	Third
	Legal Theory and Institutions Two	Third
	Political Science Two	Second
	Social Anthropology One	Third
1971	Philosophy Two	Third
	Political Science Three	Upper Second

He was granted credit for courses passed in complete fulfilment of the requirements for the degree of Bachelor of Arts.

The degree of BACHELOR OF ARTS was conferred upon him at the Graduation Ceremony held on 29th April 1972.

*Class	1969 to 1973
First	75 per cent and over
Upper Second	70 to 74 per cent /
Second	65 to 74 per cent
Third	50 to 64 per cent

/ Applies to a final course in a subject only

Document 19. Statement of Credit

BEST COPY AVAILABLE

Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Philosophy (Ph.D.), Diploma in Nursing Administration (non-grad), Diploma in Nursing Education (non-grad), Diploma in Social Nursing (non-grad) (in abeyance in 1978).

Bachelor of Science in Pathology, Diploma in Occupational Health (grad), Diploma in Public Health (grad).

Science

Bachelor of Science—majors: anatomy, applied math, archeol., biochem., botany, chem., computer sci., gen. anatomy, genetics, geog., geol., histology, macro-anatomy, mathematical stat., math, microbiol., physics, physiological chem., physiol. (dental), physiol. (medical), physiol. (science), psych., zoology.

Bachelor of Science with Honours in anatomy, applied math, archeol., biochem., biophysical chem., botany, chem., computer sci., experimental and theoretical physics, experimental physiol., genetics, geog., geol., geophysics, histology, mathematical stat., math, micro-anatomy, microbiol., paleontology, pharmacol., physiological chem., psych., zoology.

Bachelor of Science in Education, Bachelor of Science in Industrial Chemistry.

Master of Science, Doctor of Philosophy (Ph.D.), Doctor of Science, Diploma in Computer Science.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.

(2) Grading—Undergraduate passes are grouped into four classes: Class I, Class II (Upper), Class II, Class III. Honours passes are grouped into Classes I, II, III.
"With distinction": Degrees/diplomas/certificates are awarded with distinction when a specified portion of the work is completed with 75%. Each degree/diploma/certificate has its own individual requirements.

University of Zululand

Postal Address: Private Bag
Kwa-Dlangezwa 3886
via Empangeni

Telegrams: UNIZUL, EMPANGENI

Historical Information:
1959—Created by Parliament to serve the Zulu population group.
1960s—Moved to present campus.
1970—Became full-fledged university.

Medium of Instruction: English.

Academic Year: Information not available for any recent year.

Library Holdings: Information not available.

Academic Staff (1977): 130.

Enrollment (1977): 978.

Degrees, Diplomas, & Certificates Awarded: Information not available for any recent year.

Degrees, Diplomas, & Certificates Offered by Faculty (1978):

Arts

B.A.—majors: Afrikaans, anthropol., biblical studies, Classical Hebrew, devel. studies, econ., English, gen. linguis. & theory of lit., geog., German, Greek, hist., hist. of philos., Latin, library sci., math, pol. sci., psych., public admin., sociol., Southern Sotho, systematic philos., Zulu.

Honours Bachelor of Arts: Afrikaans, anthro. & devel. studies, Bantu languages, biblical studies, classics, econ., English, geog., German, hist., math, philos., pol. sci. & public admin., psych., sociol.

Master of Arts (same as Honours).

Doctor of Literature, Doctor of Philosophy (D.Phil.).

Bachelor of Library Science, Honours Bachelor of Library Science, Lower Diploma in Library Science, Higher Diploma in Library Science.

Bachelor of Arts in Social Work, Honours Bachelor of Arts in Social Work, Master of Arts in Social Work, Doctor of Philosophy, Higher Diploma in Community Organisation.

Bachelor of Arts (Music).

Economic & Political Sciences

Bachelor of Commerce: general, administration, accounting, law.

Honours Bachelor of Commerce: accounting & auditing, bus. econ., econ., indus. psych.

Master of Commerce (same as Honours).

Doctor of Commerce, Diploma in Theory of Accountancy.

Bachelor of Administration.

Honours Bachelor of Administration: econ., anthro. & devel. studies, indus. psych., pol. sci. & pol. admin.

Master of Administration (same as Honours).

Doctor of Administration.

Education

Baccalaureus Paedanomiae, Baccalaureus Educationis, Magister Educationis, Doctor Educationis, Secondary Teacher's Diploma, Senior Secondary Teacher's Diploma, University Education Diploma (non-graduate), University Education Diploma.

Law

Baccalaureus Juris, Baccalaureus Procurationis, Baccalaureus Legum, Magister Legum, Doctor Legum, Diploma Juris.

(Institute for) Public Service Training

Dip. Juris, Dip. Legum, Dip. in Local Government and Administration, Dip. in Organisation and Method Study, Dip. in Public Administration, Dip. in State Finance and Auditing (general, local government), Dip. in Data Processing and Systems Analysis.

Science

Bachelor of Science with majors in: applied math, biochem., botany, chem., geog., geol., math, mathematical stat., physics, zoology.

Honours Bachelor of Science in: botany, chem., geog., geol., math, physics, zoology.

Master of Science in: same as Honours.

Doctor of Science.

Theology

Bachelor of Theology, Bachelor of Divinity, Doctor of Divinity, Dip. in Theology.

Remarks on Transcripts:

(1) Course numbering—Roman numerals indicate year levels.

Economic and Political Sciences Faculty (only) uses three-digit numbers: first digit indicates course level (0 = pre-university, 1 = first year); second digit indicates when course is offered (1 = first semester; 2 = second semester; 9 = both semesters, i.e., year-long course); third digit indicates number of class meetings per week.

(2) Grading—"With distinction": Degrees/diplomas/certificates are awarded with distinction when a student complete. the specified portion of the work at a distinction level (75%). The requirements are different for each degree/diploma/certificate. The B.A. may be endorsed with distinction in a subject when the final course in that subject was passed with distinction.

Chapter Five

Technical and Vocational Education Outside the Secondary School System

General Remarks on Tertiary Education

Tertiary education is conducted at universities, technikons, teacher training colleges, nursing hospitals (certain courses), the South African Defense Force College (for officers), the College of Forestry (for Whites), and at the South African Merchant Navy Academy General Botha (for Whites). All of these institutions require the Senior Certificate (some with Matriculation Exemption) as the minimum educational level for entrance into their courses.

There are other institutions which provide "post-school" training, i.e., training which is not tertiary but at the same time is outside the primary and secondary school system. These post-school courses are conducted at technical colleges and/or institutes (for apprentices), agricultural colleges, nursing hospitals (certain courses), a merchant seamen's college (for Coloureds), the South African Defense Force College (for enlisted members), a school of the South African Chamber of Mines, the South African Police College, training centers of the South African Railways, theological colleges and seminaries, and primary teacher training schools (for some Black and Coloured teachers). In-service training by various government departments also falls into this post-school category. The instruction provided by these courses is of a very non-academic nature.

The educational documents which can be obtained for completion of these courses are degrees (at universities only), diplomas, and certificates. Some of these certificates are non-tertiary—for example, the Government Certificates of Competency issued by the Department of Labour.

The various institutions listed above can be grouped according to governance and control. Private institutions are those which have been established by individuals or private organizations, e.g., the South African Chamber of Mines school, theological schools, and correspondence colleges. State institutions are run by the government directly, e.g., technical colleges and Non-White universities. Autonomous institutions are those which have been created by government legislation but which are self-governing, e.g., White universities and technikons.

Each training program, whether at university, technikon, or other type of institution, is designed to equip people for specific jobs in society. For

example, degree engineers do not compete with diploma engineers for the same posts; the latter usually work as assistants to the former. One exception to this non-overlapping is found in pharmacy (see Chapter Seven, "South African Pharmacy Board"), where diploma and degree pharmacists are trained for the same range of jobs.

Overview of Technical Education

The present organization of technical and vocational education was established by the Advanced Technical Education Act and the Educational Services Act of 1967. These two acts, which applied to Whites only, created technical institutes out of continuation classes (see apprenticeship section below), and colleges for advanced technical education out of some technical colleges (see the sections on National Diploma and Certificate courses), and put technical institutes, technical colleges, and the colleges for advanced technical education under the control of the Department of National Education. In 1979 the name of the colleges for advanced technical education was changed to technikons. The Educational Services Act also transferred technical and commercial high schools from the Department of Education, Arts and Sciences (the predecessor to the Department of National Education) to the provincial governments. Subsequently, other legislation provided that similar institutions and training courses be provided for Non-Whites. Thus, technical institutes and technical colleges are to concentrate on pre-tertiary training, and technikons on tertiary training. Pre-tertiary in South Africa is not equivalent to secondary but includes secondary and other types of education. The training of artisans and apprentices at technical institutes and colleges is less academic than secondary education.

The tertiary training courses lead to National Certificates and National Diplomas, issued by the Department of National Education, the Administration of Coloured Affairs, the Department of Indian Affairs, and the Department of Education and Training (formerly the Department of Bantu Education), depending on the race of the student. The pre-tertiary training leads to the National Technical Certificates, as well as a few others described below. Not all diploma and certificate courses are offered at each technikon or technical college. The following two lists compare the 1978 offerings at the Witwatersrand Technikon (for Whites) and the M. L. Sultan Technikon (for Indians):

Witwatersrand

Art & Design
Chemistry
Commerce: cost accounting, printing management, private secretary, public administration, state accounts & finance, shipping & forwarding administration, tourism.
Engineering: civil, building,

M. L. Sultan

Agriculture & Horticulture
Art & Design
Chemistry
Commerce & Management: printing management, private secretary, public administration, real estate management, registration of deeds, state accounts & finance, shipping & forwarding administration.

electrical, mechanical, production.	Engineering: electrical, mechanical, production.
Hotel Management	Hotel Management
Mining & Metallurgy	Paramedical Sciences: community/ public health nursing, food technology, health inspectors, medical laboratory technology, orthopaedic technicians, public health.
Paramedical Sciences: community/ public health nursing, food technology, health education, medical technology, public health.	Telecommunications
Telecommunications	
Television	
various higher diplomas	no higher diplomas

The enrollment at a technikon has an influence on the variety of subjects offered. The largest annual enrollment in 1978 for an individual technikon was 12,000 at the Pretoria Technikon. That same year the Peninsula Technikon (for Coloureds) estimated its annual enrollment at 1,300, and the M. L. Sultan Technikon (for Indians) enrolled about 8,000.

The technikons also provide training that is not controlled by the Department of National Education. Health care training conducted at the technikons is included in Chapter Seven. Other types of training are presented in the final section of this chapter.

Training of Apprentices

Apprenticeship training (regulated by the Department of Labour) forms part of the training for artisans and technicians. Artisans are trained entirely at a pre-tertiary (post-school) level. Technicians require some tertiary-level training. The training, which is conducted at technical institutes and technical colleges, follows syllabuses that are written by the Department of National Education in conjunction with commerce and industry and with the Public Service Commission. Such training is structured into block-release courses: eleven weeks of training followed by two weeks of examinations. The entrance requirement is Standard 6, 7, or 8, depending on the particular trade being pursued.

Apprentices may earn the National Printers' Certificate, Parts 1, 2 or 3, or the National Technical Certificate (N.T.C.), Parts 1, 2 or 3, these latter certificates being commonly referred to as N1, N2 and N3. Each part of the N.T.C. is one year in length. The National Technical Certificate is offered in the following fields: building, diamond cutting, engineering, hairdressing, jewelry, motor machining, and radio and television repair. The entrance requirement for N1 is Standard 7. In order to pass each N1, N2 and N3, apprentices must pass at least three subjects at the N1, N2 or N3 levels. For example, a person following the building curriculum would make the following choices of subjects:

Choose one of—

boatbuilding theory, bricklaying and plastering theory, carpentry and joinery theory, furniture making theory, furniture polishing theory, painting and decorating theory, plumbing theory, shipbuilding

theory, signwriting theory, stone-work theory, upholstery and trimming theory, wood machining theory

Choose two of—

building drawing *or* furniture design *or* technical drawing; building science *or* applied science; mathematics.

Students must pass the three subjects chosen at the N1, N2, and N3 levels in order to receive the N.T.C., Part 3. Mathematics is optional in most curricula, and liberal arts courses are not included in any curricula except for some of those for the National Printers' Certificate. When supplemented with English and Afrikaans, N3 can serve as an equivalent to the Senior Certificate as the entrance requirement for some tertiary National Certificate courses.

Apprenticeship training is also offered by the private sector (see last section of this chapter).

National Certificate Courses

Most National Certificate courses are tertiary. However, several are pretertiary. The National Certificate in Ladies Hairdressing and Beauty Culture requires people to have completed only Standard 8. Also, there is a National Junior Certificate in commercial and technical areas, and a National Commercial Certificate representing training at the Standard 9 level. There are also the National Senior Certificate (Commercial and General Group) and the National Certificate for Domestic Science, both of which are at the Standard 10 level. The National Certificate for Domestic Science cannot be taken for Matriculation Exemption and thus does not lead to university entrance for study for a bachelor's degree.

The minimum requirement for tertiary level National Certificate courses is the Senior Certificate or the equivalent (see preceding section). Some certificate courses have more stringent entrance requirements. For example, the National Certificates for Technicians require passes in mathematics and/or science. For some certificates a person beyond the age of 23 may be admitted without the Senior Certificate, but the Senior Certificate must be obtained before the National Certificate can be awarded.

National Certificate courses are offered full-time, part-time, or on a sandwich course basis, depending on the subject matter. Sandwich courses, where instruction is interspersed between periods of employment, are required for the National Certificates for Technicians. At present a sandwich course has 13 weeks of instruction, and a two-week exam period. Before the reorganization of technical education (see "Overview of Technical Education"), sandwich courses were six months in length. The subject matter which was previously covered in six months is now covered in four months. Part-time courses are conducted evenings and weekends.

The National Certificate for Technicians is awarded in many fields. In many cases the field of study is not indicated on the certificate. The National Certificate for Technicians is awarded when a person has been registered for at least three trimesters, has passed at least four T1, four T2, and four T3 subjects (see below), and has submitted to the Department of Na-

tional Education proof of at least two years of appropriate in-service training. The National Higher Certificate for Technicians can be awarded for a further trimester of study and the passing of four T4 subjects.

National Certificate courses (and National Diploma courses, described further in the next section) are built out of the same subjects. The subject syllabuses, which are designated as T1, T2, T3, and T4, have been drawn up by representatives of the technikons (through the Heads of Science Committee), the Department of National Education, and industry. The syllabuses are supplemented by more detailed lecture guides. Each course has a 3-digit number: the first digit refers to the level or "year" when the subject matter is usually studied; the second digit tells the occurrence of that subject in the curriculum (i.e., whether it appears for the first, second, etc., time); the third digit identifies a particular syllabus. For example, Math T221 is taught in the second year of study and is the second math course in the curricula for which it is required. Often a specific course is required by more than one National Certificate curriculum.

The T1, T2, T3, and T4 subject designations have been instituted as a result of technical education reorganization. Previously, the same subject matter was organized differently into the National Technical Certificate, Parts 4 and 5 (also referred to as the Advanced Technical Certificate, Parts I and II).

Examinations are conducted by the technical colleges and the technikons for each subject. For T1 and T2 subjects, the examinations are internal. But T3 and T4 subjects are examined externally, with exams set by the Department of National Education for all population groups. There is some indication that the Department of National Education is moving to a position on exams similar to that of the Joint Matriculation Board (described in Chapter Four, "Admission to Bachelor's Degree Courses of Study") in which it will moderate locally set exams for the T3 and T4 subjects. The pass level required in each subject is 40% for a person to be awarded the National Certificate. The final grade for each course is calculated on the basis of 75% for the exam and 25% for work performed during the term.

Students may be exempted from some subjects. In the commerce area, for example, on the basis of previous study a person may proceed directly to Typewriting II without taking Typewriting I. However, the person must eventually pass the Typewriting I exam. In technology, exemption from T1 and T2 subjects can be authorized by the technical college or technikon concerned, but exemption from T3 and T4 subjects can be granted only by the Department of National Education. Subjects for which exemption has been granted are so noted on the National Certificate.

Persons are permitted to enroll in single subjects without enrolling in the entire certificate course. Such persons may also write the Department of National Education exams for those courses. They are issued statements of subject successes (see Documents 20 and 21).

Although the Department of National Education sets the exams and the pass requirements for all population groups, the certificates are issued by the various departments which are responsible for education of the different population groups: Department of National Education for Whites, Depart-

ment of Indian Affairs for Indians, Department of Education and Training for Blacks (formerly the Department of Bantu Education), and the Administration of Coloured Affairs for Coloureds.

National Diploma Courses

The curricula for National Diplomas are structured similarly to those for National Certificates, and include the same subjects. The entrance requirement for each National Diploma course specifies that the person hold the Senior Certificate. In addition, some programs require that the person already have earned a National Certificate in the same or a related field. (See the list of tertiary National Certificates and Diplomas at the end of this chapter.)

In technology, the requirements for the National Diploma for Technicians (previously called the National Engineering Diploma) stipulate that a person be registered for at least six trimesters, pass at least six T1, six T2, six T3, and six T4 subjects, and have at least two years of in-service training. The choice of subjects includes General Studies on the T1, T2, and T3 levels. An Intermediate Diploma for Technicians is issued when a person has completed half the course, i.e., three trimesters with six T1 and six T2 subjects and one year of appropriate in-service training.

There is also a National Higher Diploma for Technicians. However, as of 1978 its requirements had not been finalized. Higher Diplomas exist in other subject areas. For example, the National Higher Diploma in Art has as the entrance requirement either the National Diploma in Art or a B.A. (Fine Arts).

Training for the National Diplomas is both theoretical (class lectures) and practical (laboratory sessions) but emphasizes the latter. In the first year of study, for example, chemistry students have four hours of laboratory work per week. In the second year this is increased to 13 hours per week, and in the third year to 17 hours. Students are also expected to read professional journals in the chemical field.

There is no set requirement for contact hours per week in each subject. At the M. L. Sultan Technikon, the administration estimates that the students spend an average of 36 hours per week in classes and laboratories. Courses which involve field work (e.g., public health nursing) may require 40 hours per week.

The National Diploma courses of study in the commercial area generally require three years of full-time study. Many of them are offered on a part-time basis as well. Each National Diploma curriculum is composed of 12 subjects (four subjects each year). With only a few exceptions, each diploma course has two three-year major subjects. (Also, see the section below, "Technikon and University Instruction Compared," where commerce diploma courses and degree courses are compared.) There is one 12-subject course which is completed in two years instead of three—hotel management. And the National Diploma in Business Management has only one major subject, not two. The diploma curricula are composed of common subjects; e.g., financial accounting I, II, III is the same for all National

Diplomas. The 1973 Department of National Education handbook on commercial and general courses of study lists 78 subjects. Some are one year, others are two or three years in length. The following public administration[1] curriculum is included as a sample:

First Year	Second Year
Public Administration I	Public Administration II
Economics I	Economics II
Afrikaans A or B	Industrial Psychology I
English A or B	Law I

Third Year

Public Administration III
Economics III
Industrial Psychology II
Law II

The pass level in the examinations is 50%, and the level of condoning (see glossary) is 45%.

Staffing and Facilities at Technikons

Staffing. The different technikons have different staffing patterns. The Pretoria Technikon draws the major portion of its teaching staff from commerce and industry. There are a few lecturers from secondary education but almost none from universities, although some members hold earned doctorates. The Peninsula Technikon reports a similar staffing situation and relies heavily on part-time lecturers. In 1977 there were 56 full-time posts, of which only 47 were filled. Peninsula requires a full-time staff member to have experience and/or a diploma/degree in the area which that person is to teach. In 1977 Peninsula used the services of 35 part-time lecturers who taught entire courses. (Peninsula also has occasional lecturers who give one or two lectures in a course.) In commerce many of the part-time lecturers are staff members at either the University of Cape Town or the University of Stellenbosch. The M. L. Sultan Technikon includes university graduates among its staff members. Some universities report that teaching jobs at technikons are competitive and are desired by their graduates.

Medium of Instruction. The language used in the classroom depends on the language of the students and of the staff available to teach. Larger technikons offer parallel English and Afrikaans courses. The courses at M. L. Sultan are conducted in English. Black instruction depends on the language of the students (English or Afrikaans) and the language of the instructor. At White and Coloured technikons, when there is insufficient enrollment to justify two classes, attempts are made to offer bi-lingual courses. In all cases, the examinations are set in English and Afrikaans, and can be answered in either language.

1. Department of National Education, *Handbook of National Courses of Study (Tertiary) (Commerce and General)*, (1973).

Class Size. Class size varies with the type and location of the institution and with the subject matter. State institutions have smaller class sizes than the autonomous institutions. Peninsula Technikon can offer a course with as few as eight students registered. The autonomous institutions must have approximately 20 students before a course can be offered. M. L. Sultan Technikon reports that class size for theoretical instruction averages 25-35, and for practical instruction 12-15. In the majority of cases where a particular course is common to the National Certificate and National Diploma curricula, students from both programs attend lectures together. The distinction between them is not in the lectures but in the examination pass levels.

The Physical Plant. Several technikons report the need to expand their cramped quarters. For example, libraries are inadequate because of lack of space. (Libraries at technikons, as well as at universities, have restricted hours of operation. Library hours at the Pretoria Technikon are as follows: Monday through Thursday—8 A.M. to 6 P.M.; Friday—8 A.M to 4:30 P.M.; Saturday and Sunday—closed; vacation periods—same as Friday.) The Port Elizabeth Technikon has moved to a new campus adjacent to the University of Port Elizabeth, and has adequate room for expansion. Pretoria will be moving to a new $75.9-million campus in the near future. The White technikons as a group are entering upon a $193.2-million building program. Private enterprise as well as the South African government is putting money into improving the facilities for Blacks.

The technikons differ in the types of instruction they are equipped to give. The Peninsula Technikon offers only National Certificate courses because it does not have the laboratories required for diploma courses. However, by 1980 these will have been installed. The Black technikon (Mmadikoti) is considered by personnel at other technikons to be inferior in comparison to other technikons because its facilities are so limited.

Technikon and University Instruction Compared

Table 11 shows how the technikons view themselves as compared to universities. In this regard, the admission requirements, goal/product, function, and approach of technikons and universities is very significant. For example, because technikons admit students without university Matriculation Exemption, they often are dealing with persons who do not grasp new material as quickly as university students and who are not interested in the more theoretical aspects of the subject matter. Thus, in some subjects (e.g., accounting) three years of the diploma course at a technikon is regarded as equivalent to the first-year university syllabus. In other subjects (e.g., mathematics) there is a parity on the first-year level. In still other subjects (e.g., economics) two years equate with one university year. There are several committees presently at work to facilitate coordination of university and diploma syllabuses. Some of these also involve the teacher training colleges. For example, the Department of Indian Affairs has set up a Coordinating Advisory and Academic Committee to facilitate the transfer of students between the University of Durban-Westville, the M. L. Sultan Technikon, and the Springfield Teachers College.

Table 11

Comparison of Universities and Technikons

Category of Comparison	University	Technikon*
Level	Tertiary	Tertiary
Admission Requirement	Matriculation Exam or Matriculation Exemption	Senior Certificate or higher
Objective	Scientific pursuits	Applied scientific pursuits
Function	Professional preparation	Professional/Technical instruction
	Gathering & systematizing of knowledge	Application of knowledge; development & presentation of application methods
Approach	Theoretical Fundamental/Original Philosophical	Applicational Reporting of existing information & technology
Product	Scientific thinkers Graduates Professors	Occupational students Technicians Technologists
Awards	Degrees	Diplomas
Research	Basic & applied	Applied & developmental
Type of Study	Full-time, Part-time, Correspondence	Full-time, Part-time, Sandwich course, Correspondence

Source: Adapted from "The Place of Colleges for Advanced Technical Education in the South African Education System," a paper by Professor D. H. Meiring, Director of the Pretoria Technikon, delivered at the 51st Annual General Meeting of the Association of Colleges for Advanced Technical Education in Port Elizabeth, 13 March 1978.

*Prior to 1979 these institutions were known as colleges for advanced technical education.

The stated function and approach of the technikons is exemplified by their laboratory sessions and their research. Technikon research is more immediately practical and developmental, whereas university research is more fundamental. In the university, natural science syllabus lectures are supplemented with laboratory periods, but in the diploma courses at technikons the focus is on laboratory work, which in turn is supplemented by lectures. Technikon students are required to make the chemical solutions needed to conduct assigned experiments. In the universities these same solutions are provided for the students. The calibre of technikon lab work is high, and the University of South Africa will exempt a student from the lab section of its syllabuses if that student has previously completed the corresponding diploma course.

Technical/Vocational Education Outside the Department of National Education

Professional Bodies. Various professional organizations (listed among the names and addresses of organizations in Appendix A) use the services of technical colleges and technikons to prepare candidates for their examinations. Because the requirements of these bodies are so different, two courses with the same name may have different syllabuses. However, in commerce some attempt has been made to coordinate the first-year curriculum of the 34-35 different organizations, and a common first-year curriculum is being developed. The entrance requirement for most of these courses is the Senior Certificate. However, at least two of them require Matriculation Exemption.

Government Departments. The South African Police Department has a police college in Pretoria. The scope of the courses there is different from the criminal justice courses offered at several universities. The admission requirement is less than Matriculation Exemption, and the courses do not lead to certificates which are recognized outside the South African Police.

The South African Railways send personnel to technical colleges and technikons, but they also conduct some of their own training. This training does not lead to certificates which are recognized outside of the Railways.

The South African Defense Force has exclusive use of the technical college at Verwoerdburg. It also has an officers college at Saldanha Bay (just north of Cape Town) which is affiliated with the University of Stellenbosch. Those students who qualify for university entrance can pursue a Bachelor of Military Science degree at Stellenbosch.

The Department of Forestry maintains the Saasveld College for Foresters at George in the Cape Province. The admission requirement is university Matriculation Exemption with mathematics as a subject. The course of study lasts four years. The first and fourth years are practical training, and the second and third years are theoretical. At the end of the course the student is awarded the Diploma in Forestry (see Document 29). The Department sends promising students to the University of Stellenbosch to pursue a Bachelor of Science in Forestry.

The Department of Agricultural Technical Services has five agricultural colleges for Whites. The Elsenburg College of Agriculture located near the University of Stellenbosch offers the most extensive training. Its two-year diploma course (see Document 28) combines two or three of the following five areas: dairying, fruit-growing, growing of grain, vegetables and Turkish tobacco, raising of sheep, cattle, pigs and poultry, and viticulture. The admission requirement is Standard 8, although Senior Certificate holders get first choice. The content of the courses is not as theoretical as agricultural courses offered at universities. The following subjects are offered at Elsenburg: agricultural economics, agricultural engineering, agronomy, animal husbandry, basic animal production, basic crop production, organization and management, pasture science, pomology, poultry science, sheep and wool, soil science, tobacco growing, vegetable growing, veterinary science, viticulture, and wine making.

Transkei has the Tsolo Agricultural College, but this college is admin-

istered by the Transkei government. There are no agricultural colleges for Coloureds or Indians.

Technical centers for Blacks have been opened by the government. There are eight of these in the Witwatersrand area. Their certificates are not recognized by academic institutions.

The Merchant Navy Academy General Botha is located near Cape Town. It trains Whites, and requires a person to hold the Senior Certificate in order to be admitted. Coloured seamen are trained at the Spes Bona High School (located adjacent to the Peninsula Technikon), where they take short courses leading to Government Certificates of Competency as boatswains, engineer officers, marine engineers, mates, and skippers.

The South African Chamber of Mines. The training which the Chamber of Mines conducts is specialized for the mines themselves. This training is held in high esteem by personnel at the technikons. Chamber of Mine personnel readily state that their training is not university level. The minimum entrance requirement for this training is the Senior Certificate. Government Certificates of Competency are given in connection with mines training.

Private Schools. Numerous correspondence colleges prepare candidates for the examinations of the Department of National Education and other organizations. These colleges must be registered with the government to ensure that they are of a proper standard.

There are also several theological seminaries and bible institutes. However, the instruction at these institutions is not regarded as university-level work in South Africa. In fact, in one instance when a seminary approached a university to work out an agreement whereby seminary students could receive a degree, the university refused because the seminary was unable to make its courses more academic. The Bachelor of Divinity and the Bachelor of Theology and higher degrees (in theology) are awarded at several universities.

The College of Art in Johannesburg became part of the Witwatersrand Technikon in 1975. The Pretoria Conservatory of Music offers a Diploma in Music, which is regarded by the University of South Africa as equivalent to the Licentiate in Music.

Business and Industry. During the past ten years the government has encouraged the private sector to increase the training of Non-Whites. Swiss watchmakers have equipped a watchmaking school at the Vlakfontein Technical High School (outside of Pretoria). The minimum entrance requirement is Standard 8, and the program lasts three years. Although the facility trains Blacks, it is used for training Whites during vacation times.

In 1976 the Ga-Rankuwa Training Center opened in Bophuthatswana. In addition to providing instruction for the National Diploma in Analytical Chemistry, it also offers three-year motor mechanics and electricians' work courses (Standard 8, minimum entrance requirement) and two-year carpentry and bricklaying courses (Standard 6, minimum entrance requirement). Also in Bophuthatswana, the Thlabane Technical High School was built and equipped by one of the large mining groups.

Tertiary National Certificates and Diplomas

Title	Entrance Requirement	Duration & Type of Training (Classroom; Practical)
Agriculture		
National Diploma for Technicians (Agricultural Extension)	Standard 10 with math	3 semesters; 18 mos in-service
National Diploma in Agricultural Meteorology	Std 10 with math	3 sems; 18 mos in-service
ND in Agric Microbiology	Std 10 with math	4 sems; 2 sems in-service
ND in Agriculture	Std 10	4 sems; 1 yr in-service
NDT (Agriculture: Field Services: Botany)	Std 10	3 sems; no in-service
NDT (Agriculture: Field Services: Zoology)	Std 10	3 sems; no in-service
NDT (Agriculture: Research: Botany)	Std 10	3 sems; no in-service
NDT (Agriculture: Research: Zoology)	Std 10 with sci	3 sems; no in-service
ND in Agric (Soil Sci)	Std 10 with sci	3 sems; no in-service
NDT (Draughtsmanship: Civil)	Std 10 with math & science	3 sems; no in-service
NDT (Agricultural Mechanical Engineering)	Std 10	6 trimesters; 2 yrs practical
NDT (Operation of Refrigeration Apparatus)	Std 10	6 trimesters; 2 yrs practical
Biological Sciences & Related Fields		
National Diploma for Technicians (Biochemistry)	Standard 10 with math & science	3 yrs part-time & sandwich
National Diploma in Brewing Technology	Std 10	18 mos; 18 mos practical
ND in Food Technology	Std 10 with sci	18 mos; 18 mos practical
ND in Meat Technology	Std 10	4 sems; 1 yr practical
NDT (Microbiology)	Std 10 with life science	4 sems; 1 yr practical
NDT (Oceanography)	Std 10 with math & science	3 sems; 18 mos practical
ND in Sugar Technology	Std 10 with math & physical sci (chem & physics)	2 yrs; 2 yrs practical
National Certificate in Sugar Technology	Std 10 with math & physical sci	2 yrs; no practical
ND in Veterinary Tech	Std 10 with math or science	2 yrs; 1 yr practical

*No information available on practical training.

Commercial, Administration, Related Fields

National Diploma (Business Management)	Standard 10	3 yrs*
ND (Commerce)	Std 10	3 yrs*
ND (Cost Accounting)	Std 10	3 yrs*
National Certificate (Distributive Trade Practice)	Std 10	1 yr*
NC (Distributive Trade Supervision)	NC (Distrib Trade Practice)	1 yr*
ND (Distributive Trade Administration)	NC (Distrib Trd Supervision)	1 yr*
ND (Electronic Data Processing & Systems Analysis)	Std 10 with math	3 yrs*
ND (Hotel Management)	Std 10	2 yrs; 1 yr practical
NC (Hotel & Industrial Catering)	Std 10	2 yrs full-time*
NC (Hotel Reception)	Std 10	1 yr full-time*
ND in Industrial Administration	Std 10 with English, Afrikaans, & math *or* non-life sci *or* economics	1 yr full-time or 2 yrs part-time*
ND (Journalism)	Std 10	3 yrs*
NC (Materials Admin)	Std 10	2 yrs*
ND (Materials Mgmt)	NC (Materials Admin)	1 yr*
ND (Organisation & Method Study)	Std 10	3 yrs*
ND in Photography	Std 10	3 yrs full-time *or* 3 yrs part-time for persons already employed in relevant work
NC in Photography	Std 10	first yr of the ND in Photography program*
ND (Printing Mgmt)	Std 10 *or* NTC 3 *or* Nat'l Printer's Cert (Part 3) *or* Nat'l Printer's Diploma	3 yrs part-time*
ND (Property Valuation)	Std 10	3 yrs*
ND (Public Admin)	Std 10	3 yrs*
ND in Registration of Deeds (Pub Service)	Std 10 with Afrikaans & English	3 yrs correspondence*
ND in Safety Mgmt	Std 10	3 yrs*
National Secretarial Certificate	Std 10	1 yr full-time*
Nat'l Higher Secretarial Cert (Private Secy)	Std 10 with specified subjects	1 yr full-time*

*No information available on practical training.

Nat'l Advanced Secretarial Cert (Private Secy)	Nat'l Sec'l Cert *or* Nat'l Higher Sec'l Cert (Private Secy)	1 yr part-time*
Nat'l Sec'l Cert (Consulting Room Practice)	Std 10	1 yr full-time*
Nat'l Sec'l Cert (Home Making)	Std 10	1 yr full-time*
ND (Shipping and Forwarding Admin)	Std 10	3 yrs*
ND (State Accounts & Finance)	Std 10	3 yrs*
NC in Supervisory Management	Std 10 *or* NTC 3 (Work exper may relax requirements.)	2 periods of 10 wks each*
NC (Tour Guiding)	Std 10; requirement waived for persons over 23	1 year part-time*
ND (Tourism)	Std 10	3 yrs*
NC (Tourism-Clerical)	Std 10	1 yr part-time*
Draughtsmanship		
National Certificate in Architectural Draughtsmanship	Std 10	1 yr; 1 yr practical
National Diploma for Technicians (Draughtsmanship: Cartography)	Std 10 with math & non-life science	3 sems; 18 mos practical
NDT (Draughtsmanship: Civil)	Std 10 with math & non-life science	3 sems; 18 mos practical
NDT (Draughtsmanship: Hydrography)	Std 10 with math	3 sems; 18 mos practical
NC for Engineering Draughtsmen (Mechanical)	Std 10	3 trimesters*
NC for Engineering Draughtsmen (Electrical)	Std 10	3 trimesters*
NC for Engineering Draughtsmen (Structural)	Std 10	3 trimesters*
NDT (Town & Regional Planning)	Std 10 with math	4 yrs*
Health Care Fields		
National Diploma in Chiropody	Std 10 with biol *or* physiology *or* physical sci	3 yrs full-time*
ND in Community Health Nursing	registration as gen'l nurse & midwife (males exempt from midwife requirement)	1 yr full-time*

*No information available on practical training.

Nat'l Cert in Health Education	1) registration as gen'l nurse *or* qualification for health visitor *or* other qualifications with similar basic trng *and* 2) 2 yrs' post-qualification exper in the health field	1 yr full-time/part-time*
ND in Public Health	Std 10	3 yrs full-time/part-time*
NC (Institutional Care for the Aged)	none (Whites only)	2 yrs correspondence; 1 mo per year practical trng.
Nat'l Intermediate Cert in Medical Lab Technology	Std 10 with Matriculation Exemption	1 yr full-time *or* 2 yrs part-time of optional classroom attendance, but must pass exams in required subjects; practical trng required.
ND in Medical Lab Tech—categories: blood transfusion tech, cardiology, chemical path, clinical path, haematology, histopathological technique, lung function, microbiology, parasitology, pharmacology, virology.	Nat'l Inter Cert in Med Lab Tech	2.5 years training*
NC for Medical Representatives	Std 10 with physical sci or chem; persons 23 or older need only pass Afrikaans & Eng	2 yrs correspondence; 3 yrs approved appropriate experience
ND in Occupational Therapy	Std 10 with Matriculation Exemption & math	3 yrs full-time
NC for Orthopaedic Technology	Std 8 but person must have passed 4 subjects on Std 10 level	2 yrs full-time*
ND in Physiotherapy	Std 10 with Matriculation Exemption & math & a science	3 yrs full-time*
ND in Radiography	Std 10 with math & a science	3 yrs full-time*
ND in Tropical Hygiene	1) ND for Health Inspectors *or* 2) Cert for Health Inspectors of the Royal Society of Health *or*	50 one-hour lectures, 20 practical demonstrations, 2 wks' practical field work in (sub)tropical area.

*No information available on practical training.

	3) other Dept of Nat'l Educ approved qualifications	
Mining		
National Diploma for Technicians (Assaying)	Std 10 *or* NTC 3 with math & non-life sci	4 yrs sandwich; 4 yrs employment
Nat'l Certificate for Technicians (Assaying)	as for NDT (Assaying)	3 yrs sandwich; 1 yr employment
NDT (Coal Mining)	as for NDT (Assaying)	4 yrs; 4 yrs employment
NCT (Coal Mining)	as for NDT (Assaying)	3 yrs; 1 yr employment
NDT (Extraction Metallurgy)	as for NDT (Assaying)	4 yrs*
NDT (Foundry Engr)	as for NDT (Assaying)	4 yrs*
NDT (Metalliferous Mining)	as for NDT (Assaying)	4 yrs; 4 yrs employment
NCT (Metalliferous Mining)	as for NDT (Assaying)	3 yrs; 1 yr employment
Nat'l Technical Certificate (Mine Samplers)	as for NDT (Assaying)	2 yrs sandwich; 1 yr employment
NCT (Mine Surveyors)	as for NDT (Assaying)	2.5 yrs sandwich; 1 yr employment
NTC, Part 3 (Mining)	as for NDT (Assaying)	sandwich or correspondence; approx. 1 yr employment
NTC, Part 4 (Mining)	NTC 3 (Mining)	sandwich or corres; 2 yrs employment
NTC, Part 5 (Mining)	NTC 4 (Mining)	sandwich or corres; 3 yrs employment
Nat'l Technical Diploma (Mining)	NTC 5 (Mining)	sandwich or corres; 4 yrs employment
NDT (Mining Geology)	Std 10 *or* NTC 3 with math & non-life sci	4 yrs; 4 yrs employment
NCT (Mining Geology)	Std 10 *or* NTC 3 with math & non-life sci	3 yrs; 1 yr employment
Physical Sciences & Related Fields		
Nat'l Dipl for Technicians (Analytical Chem)	Std 10 with math & physical science	3 yrs sandwich/part-time; 18 mos service
Nat'l Cert for Technicians (Ceramics Tech)	Std 10	1 yr full-time or sandwich; 1 yr in-service trng
NDT in Chemical Technology (Plastics)	Std 10 with math & physical science	4 sems; 4 sems practical

*No information available on practical training.

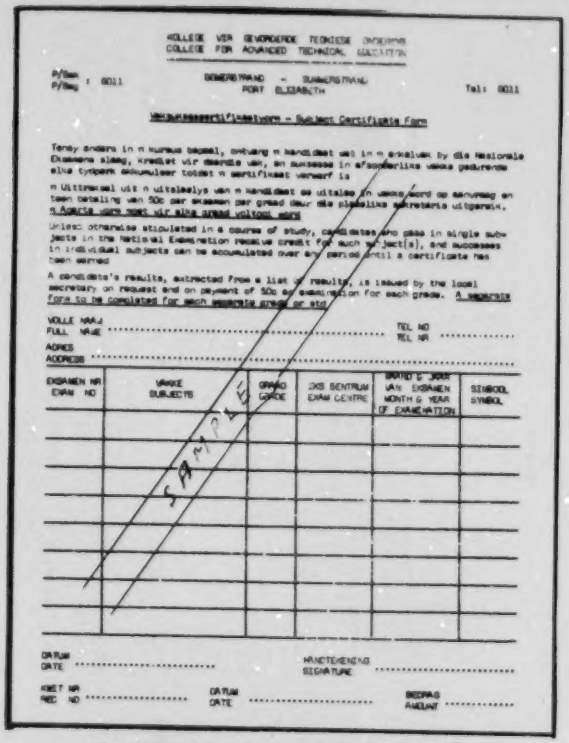
Nat'l Higher Diploma in Chemistry	NDT (Analyt Chem) or B.Sc. with Chem III	1 yr*
NDT (Chemistry: Defense)	Std 10 level math & physical science	4 sems*
NDT (Chemistry: Pla. : Operation)	Std 10 with math & physical science	3 sems sandwich/part-time
Nat'l Cert in Industrial Radiography	Std 10 with math	1 sem; 1 sem practical
NC in Ultrasonic Testing	Std 10 with math	1 sem; 1 sem practical
NC in Non-Destructive Testing Methods	NC in Industrial Radiography & NC in Ultrasonic Testing	1 sem; 1 sem practical
ND in Non-Destructive Testing Methods	NC in Non-Destructive Testing Methods	1 sem; 1 sem practical
ND in Material Testing	Std 10 with math	3 sems; 18 mos practical
NDT (Metallurgy)	Std 10 *or* N3 level math & non-life sci	4 yrs part-time/sandwich
NDT (Meteorology)	Std 10 with math	3 sems; 3 sems practical
ND in Munition	Std 10 *or* N3	4 sems; 4 sems practical
NDT (Paint Science)	Std 10 level math & non-life science	3 sems*
NCT (Paint Science)	Std 10 level math & non-life science	2 sems*
ND in Physical Metallurgy	Std 10 with math & physical science	4 sems; 4 sems practical
NDT (Analytical Physics)	Std 10 with math & physical science	4 sems; 4 sems practical
NDT (Physics: Radio-Active Isotopes)	Std 10 with math & physical science	4 yrs full-time or part-time or sandwich
ND in Water Purification Technology	Std 10 or N3 with math & sci on Std 10 level	3 sems; 18 mos practical
Surveying & Calculation		
NDT (Cadastral)	Std 10 with math & non-life science	3 sems; 3 sems practical
NDT (Calculation: Geodesy)	as for NDT (Cadastral)	as for NDT (Cadastral)
NDT (Geology)	as for NDT (Cadastral)	as for NDT (Cadastral)
NDT (Hydrology)	as for NDT (Cadastral)	as for NDT (Cadastral)
NDT (Surveying: Engineering)	as for NDT (Cadastral)	as for NDT (Cadastral)
NDT (Surveying: Topography)	as for NDT (Cadastral)	as for NDT (Cadastral)

*No information available on practical training.

Telecommunication-Post Office		
NDT (Telecommunications: Electrical)	Std 10 with math & physical sci (50% in one & 40% in the other)	6 trimesters; 6 trimesters practical
NCT (Telecommunications: Electrical)	As for NDT (Tele: Elec)	4 trimesters; on-the-job trng (50% in certain subjects)
NCT (Telecommunications)	as for NDT (Tele: Elec)	4 trimesters; on-the-job trng (40% in certain subjects)
NDT Telecommunications: Mechanical)	as for NDT (Tele: Elec)	6 trimesters; 6 trimesters practical
NCT (Telecommunications: Mechanical)	as for NDT (Tele: Elec)	4 trimesters; on-the-job trng (50% in certain subjects)
NCT (Telecommunications: with automatic exchange, carriers, drawing officer, outdoor plant, radio, telegraphy, workshops)	Std 8 with math & physical sci at Std 10 level	4 trimesters; on-the-job trng
Miscellaneous Technical & Related Fields		
National Certificate for Building Inspectors	Std 10; but until 1980, Std 8/NTC 3 (Bldg) & 5 yrs' exper to be allowed	2 trimesters; 2 yrs, 4 mos practical except for those with 5 yrs' experience
Nat'l Dipl for Building Surveyors	Std 10	6 trimesters; 2 yrs practical
ND for Construction Supervisors	Std 10	5 trimesters; 2 yrs practical
NC in Dressmaking & Patternmaking	Std 10	1 yr full-time *or* 2 yrs part-time*
NC for Film Production Technicians	Std 10 *or* NTC 3	1 yr full-time or 2 yrs part-time; 1 yr practical
ND in Fire Technology	Std 10 with math & physical science	3 sems; 3 sems practical
ND in Home Economics	Std 10	3 yrs full-time*
[NOTE: Proficiency Certificate issued after 1 yr; NC for Commercial Demonstrators issued after 2 yrs.]		
ND in Horticulture	Std 10 *or* NTC 3 (Horticulture)	18 mos full-time or 3 sems sandwich; 18 mos practical
NC for Industrial Training Officers	Std 10 or NTC 3	1 trimester full-time or 1 yr part-time*
NC for Inspectors of Works (Building)	Std 10	3 trimesters; 1 yr practical
ND in Nature Conservation Management	Std 10	18 mos *or* corres supplemented with lectures; 18 mos practical

*No information available on practical training.

ND in Parks & Recreation Administration	Std 10 or NTC 3 (Horticulture)	2 yrs part-time*
NCT (Knitting)	Std 10	3 trimesters; 2 yrs practical
NCT (Spinning)	Std 10	3 trimesters; 2 yrs practical
NCT (Weaving)	Std 10	3 trimesters; 2 yrs practical
ND in Art & Design fields: ceramics, dress design, fine art, graphic design, industrial design, interior design, textile design	Std 10 (Some persons without Std 10 may be admitted, but Std 10 must be earned before dipl can be awarded.)	3 yrs full-time*
Nat'l Higher Dipl in Art	1) ND in Art & Design *or* 2) ND in Photography *or* 3) B.A. (Fine Art)	1 yr full-time or 2 yrs part-time of independent/ specialized study*
ND in Performing Art fields: dramatic art, instrumental music, opera, theatrical art	Std 10; some persons admitted without Std 10	3 yrs full-time*
NC in Beauty Culture	Std 10	1 yr full-time*
NC in Housing Mgmt	Std 10; exceptions made for persons working in the field.	2 yrs study & practical training
NC in Noise Control	1) qualification in pub health *or* appropriate degree *or* qualification as health inspector (S.A.M.D.C.) *and* 2) at least 2 yrs' exper in a health dept or pollution control section of a local authority.	correspondence
NC in Air Pollution Control	as for NC in Noise Control	correspondence
NC in Water Pollution Control	As for NC in Noise Control	correspondence
ND in Pollution Control	NC in Noise Control *and* NC in Air Pollution Control *and* NC in Water Pollution Control; No other study or trng required.	
ND in Archival Science	bachelor's degree	2 yrs theoretical & practical trng
NDT (Aeradio Technician)	Std 10 with math & one non-life sci	2 yrs theoretical; 2 yrs in-service practical trng
NC in Marine Engineering	Std 10 with math & a physical sci	1 yr theoretical; 3 yrs practical



KOLLEGE VIR GEVORDERDE TEGNIESE OPLEIDING
COLLEGE FOR ADVANCED TECHNICAL EDUCATION

P/Sak : 6011
P/Bag

SOMERSTRAND - SUMMERSTRAND
PORT ELIZABETH

Tel: 6011

Vaardigheidsertifikaatvorm - Subject Certificate Form

Tensy anders in n kursus bepaal, ontvang n kandidaat wat in n eksamen by die Nasionale Eksamens slaag, krediet vir daardie vak, en suksesse in afsonderlike vakke gedurende elke tydperk akkumuleer totdat n sertifikaat verwerf is

n Uittreksel uit n uitslae van n kandidaat se uitslae in vakke word op aanvraag en teen betaling van 50c per eksamen per graad deur die plaaslike sekretaris uitgereik.
n Aparte vorm moet vir elke graad voltooi word

Unless otherwise stipulated in a course of study, candidates who pass in single subjects in the National Examination receive credit for such subject(s), and successes in individual subjects can be accumulated over any period until a certificate has been earned

A candidate's results, extracted from a list of results, is issued by the local secretary on request and on payment of 50c per examination for each grade. A separate form to be completed for each separate grade or std

VOLLE NAAM
FULL NAME

TEL NO
TEL NR

ADRES
ADDRESS

EKSAMEN NR EXAM NO	VAKKE SUBJECTS	GRAAD GRADE	EKS SENTRUM EXAM CENTRE	MAAND & JAAR VAN EKSAMEN MONTH & YEAR OF EXAMINATION	SIMBOOL SYMBOL

DATUM
DATE

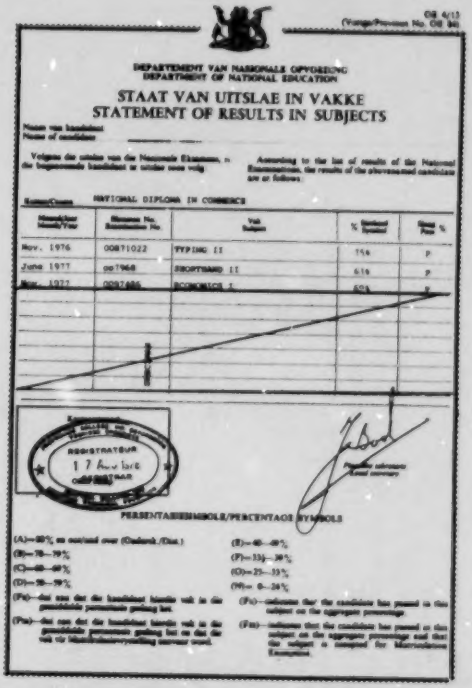
HANDTEKENING
SIGNATURE

KWIT NR
REC NO

DATUM
DATE

BEDRAG
AMOUNT

Document 20. Subject Certificate (White)



CSE 4/11
(Vorige/Previous No. CSE 3A)

DEPARTEMENT VAN NASIONALE OPVOEDING
DEPARTMENT OF NATIONAL EDUCATION

STAAT VAN UITSLAE IN VAKKE
STATEMENT OF RESULTS IN SUBJECTS

Naam van kandidaat
Name of candidate

Volgens die uitslae van die Nasionale Eksamens, n
the undermentioned candidate's results were duly

According to the list of results of the National Examinations, the results of the aforementioned candidate are as follows:

Kursus/Course: NATIONAL DIPLOMA IN COMMERCE

Maand/Jaar Month/Year	Eksamen No. Examination No.	Vak Subject	% Behaal Gained	Graad Grade %
Nov. 1976	00871022	TYPING II	75%	P
June 1977	007968	SHORTHAND II	61%	P
Nov. 1977	0097486	ECONOMICS I	60%	P

REGISTRATEUR
REGISTRAR

PERSENTASIESIMBOLE/PERCENTAGE SYMBOLS

(A)—80% en oorstaal oor (Ouderdk./Dist.)
(B)—70—79%
(C)—60—69%
(D)—50—59%
(E)—40—49%
(F)—33⅓—39%
(G)—25—33%
(H)— 0—24%

(Fa)—dui aan dat die kandidaat slaags val in die gemiddelde persentasie gedurig het.
(Fa)—shows that the candidate has failed in the aggregate percentage.

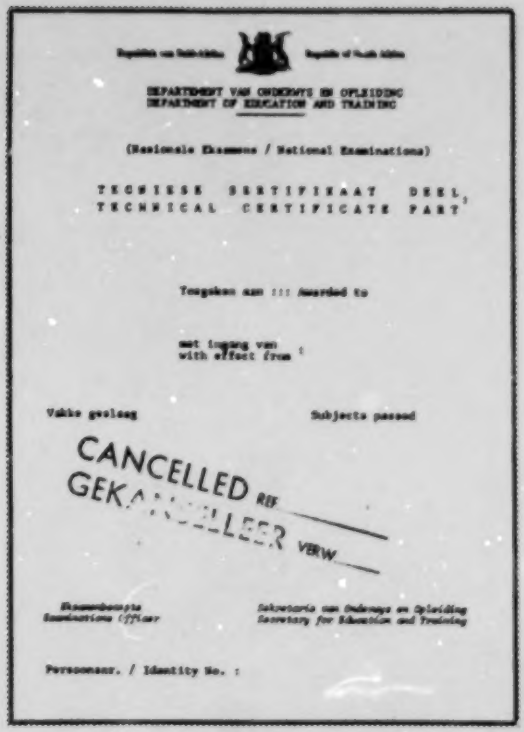
(Fb)—dui aan dat die kandidaat slaags val in die gemiddelde persentasie gedurig het en dat die vak vir hiërargiekeuringsdoeleindes vervalle word.
(Fb)—indicates that the candidate has failed in the aggregate percentage and that the subject is excluded for hierarchical purposes.

(Fc)—dui aan dat die kandidaat hierdie vak in die gemiddelde persentasie gedurig het en dat die vak geslaag is.
(Fc)—indicates that the candidate has passed in this subject on the aggregate percentage.

(Fm)—dui aan dat die kandidaat hierdie vak in die gemiddelde persentasie gedurig het en dat die vak as hoofvak vir Matriekvrystelling aanvaar word.
(Fm)—indicates that the candidate has passed in this subject on the aggregate percentage and that the subject is accepted for Matriculation Exemption.

Document 21. Statement of Results in Subjects (White)

BEST COPY AVAILABLE



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DEPARTEMENT VAN ONDERWYS EN OPLEIDING
DEPARTMENT OF EDUCATION AND TRAINING

(Nasionale Eksamens / National Examinations)

TEGNIESE SERTIFIKAAT DEEL I
TECHNICAL CERTIFICATE PART I

Toegeken aan ::: Awarded to

met ingang van :
with effect from :

Vakke geslaag Subjects passed

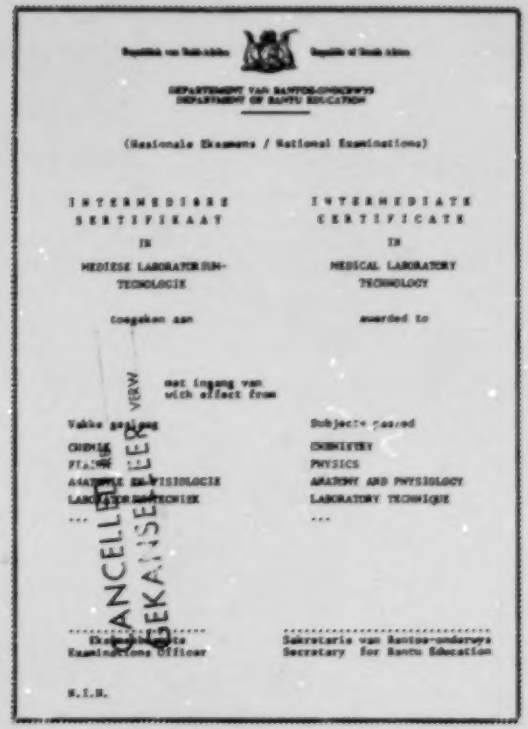
CANCELLED REF
GEKANSELLEER VERW

Eksamenbeampte
Examinations Officer

Sekretaris van Onderwys en Opleiding
Secretary for Education and Training

Persoonsnr. / Identity No. :

Document 22. National Technical Certificate (Black)



Republiek van Suid-Afrika Republic of South Africa

DEPARTEMENT VAN BANTOE-ONDERWYS
DEPARTMENT OF BANTU EDUCATION

(Nasionale Eksamens / National Examinations)

INTERMEDIÊRE SERTIFIKAAT IN MEDIESE LABORATORIUM-TEGNOLOGIE

toegeken aan

INTERMEDIATE CERTIFICATE IN MEDICAL LABORATORY TECHNOLOGY

awarded to

met ingang van
with effect from

Vakke geslaag

CHEMIE
FISIKA
ANATOMIE EN FISIOLOGIE
LABORATORIUMTEGNIEK
...

Subjects passed

CHEMISTRY
PHYSICS
ANATOMY AND PHYSIOLOGY
LABORATORY TECHNIQUE
...

CANCELLED REF
GEKANSELLEER VERW

Eksamenbeampte
Examinations Officer

Sekretaris van Bantoe-onderwys
Secretary for Bantu Education

S.I.S.

Document 23. Intermediate Certificate (Black)

BEST COPY AVAILABLE

Republiek van Suid-Afrika — Republic of South Africa

DEPARTEMENT VAN BANTOE-ONDERWYS
DEPARTMENT OF BANTU EDUCATION

INTERMEDIÊRE DIPLOMA
INTERMEDIATE DIPLOMA

SIVIELE INGENIEURSTEGNICI
CIVIL ENGINEERING TECHNICIANS

Hiermee word gesertifiseer dat
This is to certify that

Persoonsnommer/Identity Number .....

drie semesters teorie en een jaar praktiese indiensopleiding van die bursus voltooi het by die

MSADIKOTI KOLLEGE VIR GEVORDERDE TEGNIESE ONDERWYS

has completed three semesters theory and one year in-service practical training of the course at the

MSADIKOTI COLLEGE FOR ADVANCED TECHNICAL EDUCATION

en die volgende vakke geslaag het
and has passed in the following subjects

Wiskunde T1 & T2	Mathematics T1 & T2
Toegepaste Meganika T1 & T2	Applied Mechanics T1 & T2
Natuur- en Skeikunde T	Physical Science T
Ingenieurstekene T1 & T2	Engineering Drawing T1 & T2
Opmeetkunde T1 & T2	Survey T1 & T2
Siviele Ingenieursmateriale T	Civil Engineering Materials T
Siviele Ingenieurskonstruksie T	Civil Engineering Construction T

.....
EKSAMENBEAMPTE
EXAMINATIONS OFFICER

.....
SEKRETARIS VAN BANTOE-ONDERWYS
SECRETARY FOR BANTU EDUCATION

Uitgereik met ingang van:
Issued with effect from:

CANCELLED REF.
GEKANSELLEER VERW.

Figure 24. Intermediate Diploma (Black)

Republiek van Suid-Afrika — Republic of South Africa

DEPARTEMENT VAN BANTOE-ONDERWYS
DEPARTMENT OF BANTU EDUCATION

(NASIONALE EKSAMENS - NATIONAL EXAMINATIONS)

DIPLOMA
IN

MEDIESE LABORATORIUMTEGNOLOGIE
MEDICAL LABORATORY TECHNOLOGY

IN DIE KATEGORIE - IN THE CATEGORY

TOEGEKEN AAN - AWARDED TO

MET INGANG VAN
WITH EFFECT FROM

CANCELLED REF.
GEKANSELLEER VERW.

EKSAMENBEAMPTE
EXAMINATIONS OFFICER

SEKRETARIS VAN BANTOE-ONDERWYS
SECRETARY FOR BANTU EDUCATION

D.I.O.

Figure 25. National Diploma (Black)

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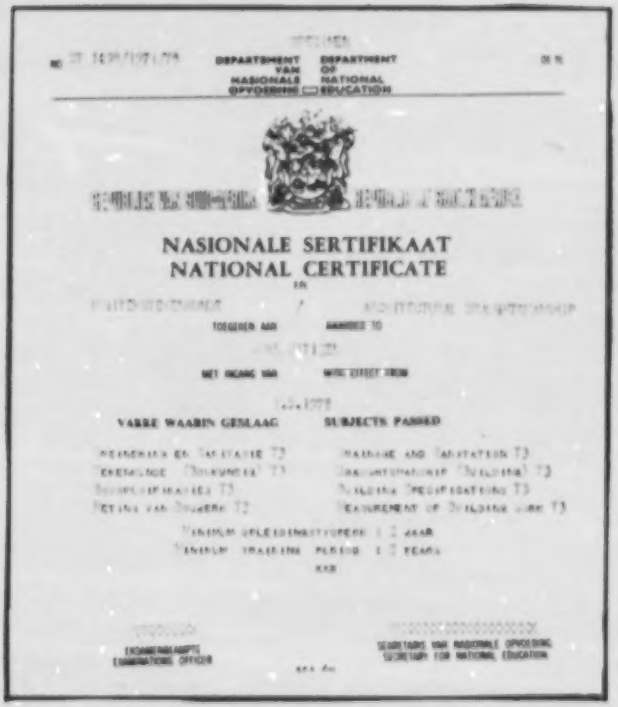


DEPARTMENT VAN NASIONALE OPVOEDING / DEPARTMENT OF NATIONAL EDUCATION

NASIONALE SERTIFIKAAT
NATIONAL CERTIFICATE

VAARDIGHEIDSTAAK / ARTISAN (BUILDING)

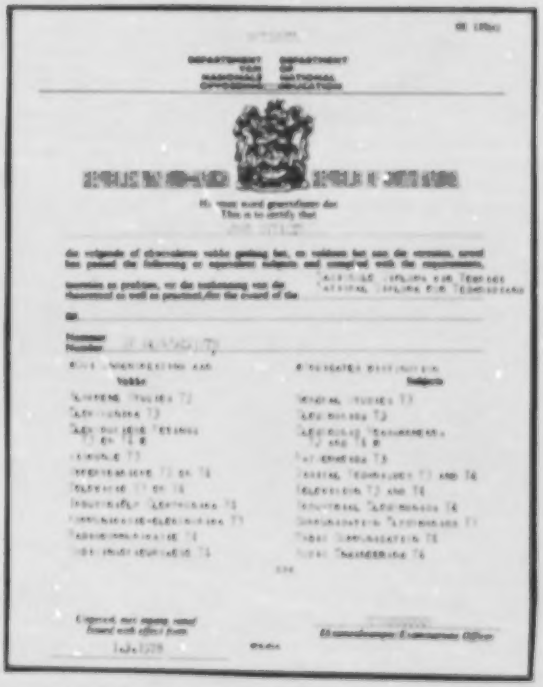
TOEGEKEN AAN / AWARDED TO

WAT INGANG HET / WITH EFFECT FROM

1-Jul-1978

VAARDIGHEIDSTAAK / ARTISAN (BUILDING)

Document 26. National Certificate (White)

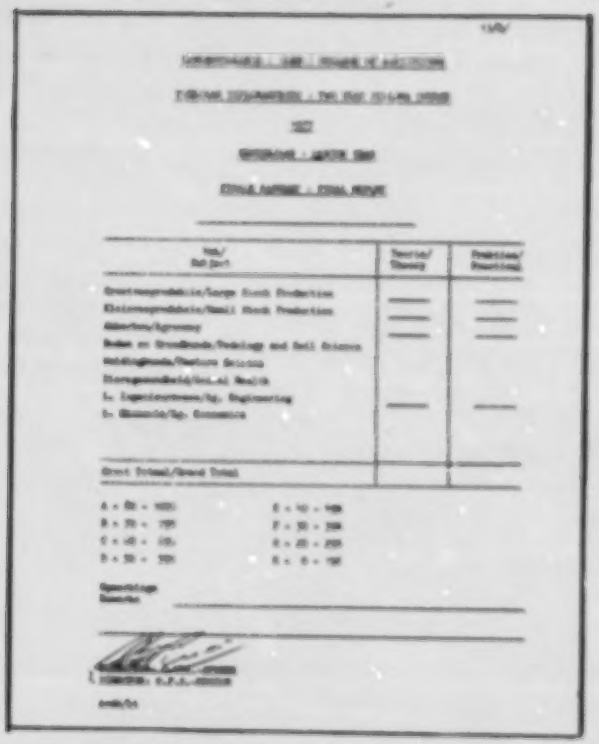


DEPARTMENT VAN NASIONALE OPVOEDING / DEPARTMENT OF NATIONAL EDUCATION

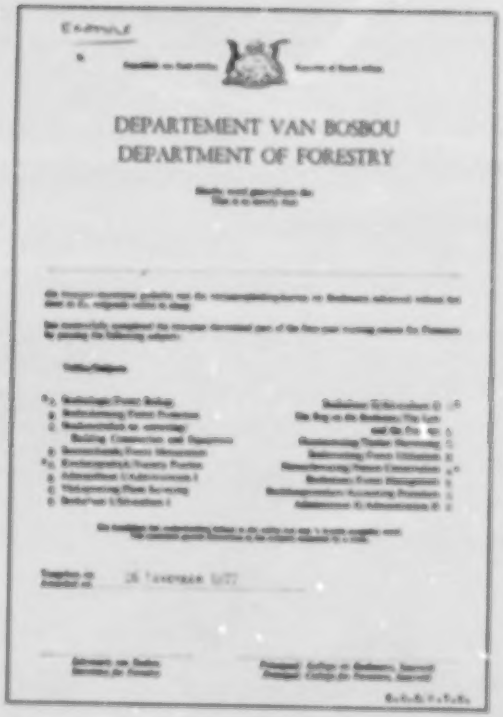
Hy moet word gewerksaam as / This is to certify that

Document 27. National Diploma for Technicians (White)

BEST COPY AVAILABLE



Document 28. Final Report/Two-Year Diploma (Agriculture) (White)



DEPARTEMENT VAN BOSBOU
DEPARTMENT OF FORESTRY

Document 29. Diploma in Forestry (White)

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Chapter Six

Teacher Training

There are four separate teacher training systems in South Africa. The policy of separation and devolution has ensured that each population group has acquired a teacher training system of its own. Though teacher development has been given priority in each population group, the results do little to equalize the quality of teacher training. The laws governing teacher training within South Africa are administered differently according to racial group. Therefore, since 1972 when a law was passed requiring that all secondary school teachers be taught at the tertiary level in universities, all White secondary teachers have received their training in universities. This is not true for the other groups, though currently, Indian secondary teachers, too, are trained in universities.

The four systems are administered and supervised by four different governmental educational agencies. The White system is administered by the Department of National Education (for pre-primary teacher training) and, in addition, by the four provincial education departments. Training for Black teachers is administered by the Department of Education and Training (known as the Department of Bantu Education until 1978). The Administration of Coloured Affairs supervises teacher training for Coloureds, while the Department of Indian Affairs oversees teacher training for Indians.

It is particularly important for U.S. admissions officers to get as full documentation as possible from applicants who have gone through teacher training in South Africa. Because the secondary education system does not produce a sufficient number of qualified candidates in the Coloured and Black communities, teacher training institutions often admit students with lower qualifications than those stated as their minimal entry requirements. For instance, though the Rand College of Education (a Coloured teacher training institute) stated its entrance qualification as a Senior Certificate in 1978, fifty percent of its students entered with less than a Senior Certificate (primarily with a Junior Certificate).

However, the possible variance of credentials upon admission to teacher training programs has no effect on the standard of educational achievement by the college graduates. The requirements for awards are set externally by the various education departments and most programs have at least part of the programs evaluated externally. The requirements are independent

of the entrance qualifications. Two candidates with the same certificate should be compared on the basis of the work they accomplish in completing the course, not on the basis of what they did before completing the course.

While it is hoped that as secondary education expands the minimum entrance requirements will be raised, this possibility is highly unlikely in the near future. Because there is a severe shortage of trained teachers in both the Black and Coloured communities, it is essential that the supply of teachers continue even if there are not enough fully-qualified applicants. As the primary and secondary educational systems expand for the Black and Coloured groups, the need for teachers will increase dramatically. There is currently an oversupply of (or too many) White teachers for the positions available for teachers in the White educational system. See Table 12 for the academic qualifications of teachers, and the figures on the current supply of teachers.

Table 12

Academic Qualifications and the Supply of Teachers: 1976-77

	Black	Coloured	Indian	White	Total
Teacher Population	63,868	25,467	6,924	43,750	140,009
Graduates Employed (Degree Holders)	1,541	983	1,276	14,031	17,831
Number of Teachers Required to Maintain Teacher/Pupil Ratio of 1:30 with Compulsory School Attendance	162,400	22,900	6,600	30,600	220,500
Shortage/(Oversupply*) of Teachers at 1:30 Ratio	98,532	(2,567)	(324)	(13,150)	82,491
Shortage/(Oversupply*) of Graduates at 1:30 Ratio assuming 25% have Degrees	39,059	4,742	374	(6,381)	37,794
Shortage/(Oversupply*) of Trained Teachers at 1:30 Ratio assuming All Should Be Trained	152,207	15,318	745	(13,150)	155,120

Source: M.A.S. Corke, Headmaster, St. Barnabas College, Johannesburg.
*Oversupply—indicated in ( ).

Pre-Primary Teacher Training

The Department of National Education (D.N.E.) maintains two colleges for nursery or pre-primary teacher training for White students, one at Cape Town and one in Johannesburg. Such training is also provided for Whites by some universities and to a limited extent by provincial teacher training

colleges. Teachers for nursery schools for Coloureds are being trained at six training colleges, and Indians receive pre-primary teacher training in two colleges of education. There are no pre-primary teacher training programs for Blacks. All pre-primary teacher training programs are at the tertiary level.

Table 13 indicates the pre-primary programs offered. Because the separate teacher training systems are varied and complex, the table will assist U.S. admissions officers in identifying and evaluating particular certificates, diplomas, and degrees. It is important to note the administrative authority in order to clearly identify the diploma, certificate or degree awarded. The levels indicated in the table have been determined on a year-for-year basis as well as by researching course content.

Table 13

Pre-Primary Teacher Training Programs

Award	Admissions Requirement	Length/Level
Administered by Administration of Coloured Affairs		
Primary Teachers' Diploma (Course B) Infant School Method	Senior Certificate or Primary Teachers' Certificate (See p. 120).	3 years/Tertiary
Administered by Department of Indian Affairs		
Pre- and Junior Primary Education Diploma	Senior Certificate	3 years/Tertiary
Administered by Department of National Education (D.N.E.), and Education Departments of the Cape, Natal, Orange Free State, and Transvaal		
Pre-Primary Teachers' Diploma	Senior Certificate	3 years/Tertiary
Higher Diploma in Education (Pre-Primary Specialisation)	Senior Certificate	4 years/Tertiary

Higher Diploma in Education (Pre-Primary Specialisation)

The following curriculum for the Higher Diploma in Education (Pre-Primary Specialisation) comes from the College of Education in Johannesburg which is for White students:

First Year: English I; Afrikaans I; educational studies & psychology I; academic major I; specialization I; methods; mathematics, general course; introduction to use of libraries; health, writing & board work; language and reading.

Second Year: English II; Afrikaans II; educational studies & psychology; academic major II; specialization II; methods, 6 courses.

Third Year: Educational studies & psychology; sociology; orthopaedagogics; infant didactics; infant health care; infant literature; infant art and handwork; writing, reading and arithmetic for Junior Primary.

Fourth Year: Educational studies and psychology; orthopaedagogics; infant didactics; infant health care; infant art and handwork; infant music; developmental play; speech and drama.

Faculty members very often hold joint appointments at the College of Education in Johannesburg and at the University of Witwatersrand. Students use the facilities of the two institutions interchangeably. The level of instruction at the College is definitely comparable to university-level work in the United States. There is not as much emphasis on non-education academic courses as there is in a typical education bachelor's degree program in the United States.

There are practical teaching experiences, supervised by College instructors, twice a year in each of the four years. There is a total of 25 weeks of practical experience in the four-year period. Marks are given for tests and examinations, written assignments, practical work, talks researched and delivered to a group, and even for personal qualities. There are examination subjects (e.g., education, psychology) which are subjects formally examined at the end of each year (November). Non-examination subjects are electives and are marked on a continual assessment basis. The final mark in exam subjects is arrived at by basing 50% of the mark on the year's work, and 50% on the examination results. The conditions for a pass in an examination subject are the following:

—a minimum of 40% in the year's work;
—a minimum of 40% in the examination;
—a minimum of 50% in the final mark, i.e., the year's record and examination result.

Requirements for promotion are the following:

—a pass in major subjects and in specialization;
—a pass in teaching experience;
—a pass in a determined minimum number of subjects.

The Higher Diploma in Education (Pre-Primary Specialisation) is shown on p. 129.

Primary Teacher Training

Primary teacher training offers the broadest range in number of certificates offered and in the quality of the courses within the programs. It is offered at both the secondary and tertiary levels. Until recently, the Junior Certificate was the normal entrance requirement for the training of primary school teachers, and those primary teacher training programs were often considered an alternative to the Senior Certificate program (or academic high school).

The use of the Junior Certificate as an entrance requirement is still prevalent in many programs in the Black and Coloured systems, but the Senior Certificate is now the minimal entry requirement in the White and Indian systems, and is being required for more programs in the Black and Coloured systems.

For Black primary teachers, the Bantu language which students will use in their subsequent teaching careers frequently receives precedence as the medium of instruction in at least part of their training. In other words, certain classes for the Primary Teachers' Certificate are given in the Bantu language of the region in question. However, in large urban settlements, such as Soweto, where many different Bantu peoples live together and where many different languages are spoken (sometimes as many as seven different languages are spoken in the same area), teacher training programs are taught primarily in English. The multiplicity of Bantu languages causes a problem in proper placement of the students during their period of practice teaching.

Prior to 1976-77, teachers had to be fluent in English and Afrikaans, as well as in the students' Bantu language, in order to teach all three languages to their students. However, after 1977 the use of Afrikaans was no longer enforced. Parents are now allowed to choose the medium of instruction for their children when the switch from the vernacular is made (usually after the sixth year). According to a spokesman of the Department of Education and Training, at least 99% of Black schools outside the Homelands have chosen English as their medium of instruction.[1] This, however, does not ease the problem of choosing which vernaculars to teach and to train teachers to use in the large urban areas.

The post-Standard 6 Lower Primary Teachers' Certificate course is offered only in teacher training schools (administered by the Department of Education and Training) in South Africa. The course is not offered in teacher training colleges. It is therefore significant to note the name of the institution at which the program is offered. There are 35 teacher training schools for Blacks in South Africa which offer this minimal certificate. It is hoped that once the supply of Black teachers becomes sufficient, this certificate course will be discontinued. It is being offered solely as an expediency to increase the supply of teachers. It is a secondary-level course concentrating primarily on teaching methodology and school subjects as taught.

U.S. admissions officers will rarely see the Lower Primary Teachers' Certificate. However, if a candidate does apply with such a qualification, it may well be that the person is a professional teacher with many years of experience who may have returned to school to become qualified. Special consideration should be given to mature applicants. The very fact that a person has returned to school and devoted time to acquiring proper academic qualifications may indicate much motivation and should be an important consideration for admissions officers.

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1. South African Institute of Race Relations. *A Survey of Race Relations in South Africa*, Vol. 32 (1978), p. 418.

Table 14

Primary Teacher Training Programs

Award	Admission Requirement	Length/Level
Administered by Department of Education and Training (formerly Department of Bantu Education)		
Lower Primary Teachers' Certificate	Standard 6	3 years/Secondary
Higher Primary Teachers' Certificate	Junior Certificate	2 years/Secondary
Primary Teachers' Certificate	Junior Certificate	2 years/Secondary
Administered by Administration of Coloured Affairs		
Lower Primary Teachers' Certificate (L.P.T.C.)	Junior Certificate	2 years/Secondary
Lower Primary Teachers' Certificate: Special	L.P.T.C.	2 years/Tertiary
Intermediate Primary Teachers' Certificate	Junior Certificate	2 years/Secondary
Primary Teachers' Certificate	Senior Certificate	2 years/Tertiary
Primary Teachers' Diploma	Senior Certificate	3 years/Tertiary
Administered by Department of Indian Affairs		
Senior Primary Education Diploma	Senior Certificate	3 years/Tertiary
Pre- and Junior Primary Education Diploma	Senior Certificate	3 years/Tertiary
Administered by Provincial Departments of Education (for White students)		
Diploma in Education (Senior Primary & Junior Primary)	Senior Certificate	3 years/Tertiary
Higher Diploma in Education	Senior Certificate or Diploma in Education	4 years or 1 year/Tertiary
Specialisation Diploma (Handicapped)	Diploma in Education/ Higher Diploma in Education	1 year/Tertiary
Higher Diploma in Education (Post-Graduate)	Bachelor's Degree	1 year/Tertiary

Further Diploma in Education	Diploma in Education/ Higher Diploma in Education	1 year/Tertiary

The two-year post-Junior Certificate (Higher Primary Certificate) primary teachers' certificate course has four basic sections:

1. professional subjects, e.g., practical teaching, general methods, theory of education and school management;
2. basic subjects, e.g., languages and mathematics;
3. other subjects, e.g., general science and social studies;
4. limited specialization in one practical subject, e.g., needlework, music, art and crafts.

Much assessment is done on a continual, classroom basis in this certificate program. External examinations are now used only to test the general methods, the languages and mathematics. Practice teaching is conducted in school classrooms whenever possible, and not under laboratory conditions in lab schools attached to the training colleges. The Higher Primary Certificate should be viewed by U.S. Admissions officers as a secondary-level program comparable to courses formerly offered by normal schools in the United States.

All of the primary teacher training programs are described in Table 14.

Senior Primary Education Diploma

The humanities curriculum for the Senior Primary Education Diploma program of the Department of Indian Affairs is shown below. There are thirty 45-minute periods each week.

First Year	Periods per Week
Academic Courses: English, Afrikaans, health education, history, geography, mathematics, natural science.	15
Professional Courses: general methods, guidance/right learning, audio-visual education, practical teaching.	5
Skill Courses: Two selected from art, music, handicrafts, physical education, and needlework; and chalkboard techniques and school librarianship.	7
Private study periods.[2]	3
total	30
Second Year	
Academic Courses: English, Afrikaans, history, geography.	13
Professional Courses: empirical education, comparative sociology, theory/method, audio-visual education, guidance/right learning, and practical teaching.	7

2. Private study periods enable students to study a portion of the courses on their own.

Skill Courses: One selected from art, music, handicrafts, physical education, and needlework; and sports coaching.	5
Private study periods.	5
total	30
Third Year	
Academic Courses: English, Afrikaans, history or geography.	14
Professional Courses: empirical education, comparative sociology, theory/method, audio-visual education, guidance/right learning, and practical teaching.	6
Skill Courses: One selected from art, music, handicrafts, physical education, and needlework; and sports coaching.	5
Private study periods.	5
total	30

All examinations at the end of the first and second years of study are internal. The final exams in the third year are subject to external consideration. A minimum of 50% is required for a pass in each individual subject. The final mark is a combination of ⅓ continuous assessment for the year and ⅔ the examination work.

The courses in education are quite strong and are generally comparable to the education sequence offered in undergraduate programs in the United States. The academic subjects are comparable to lower-division work in universities (GCE Advanced levels). It is possible for a student to qualify for up to approximately 10 credits in each academic subject. The English and Afrikaans subjects are comparable to a two-course basic sequence in languages and literature with perhaps an additional lower level reading course. The auxiliary courses (e.g., art, music, etc.) are comparable to one or two credit courses in the United States, depending on how many class hours are devoted to each.

A typical transfer applicant with a Senior Primary Education Diploma (as outlined above) would transfer approximately 90 credits to a degree program with the following distribution if the marks warrant transfer: English and Afrikaans, 30 credits; history and geography, 18; math, 3; natural science, 3; health education, art and music, 9; and education courses, 18-24.

Secondary Teacher Training

The Universities of Fort Hare, the North, and Zululand train Black secondary teachers, as do ten training colleges now offering a two-year professional program (Junior Secondary Teachers' Certificate). Teacher training courses for Coloured secondary school teachers are available at the University of the Western Cape and at seven training colleges where male and female students take courses at the post-Senior Certificate level to teach in junior

secondary classes. The University of Durban-Westville offers Indians secondary teacher training, as do the two colleges of education: Springfield College of Education (Durban) and the Transvaal College of Education (Johannesburg). All White secondary teacher training takes place in the universities except in a few cases where there are joint specialist courses with colleges of education. In these cases the degrees will still be issued by the universities.

Though it is the law that secondary teachers be trained in universities, some teacher training colleges have recently begun to offer post-Senior Certificate programs for junior secondary teachers. The Black universities also offer diploma courses for secondary school teachers, as well as degree programs and post-graduate diplomas. The same is true in the Coloured system. These programs are necessary because the supply of secondary school teachers in the Black and Coloured communities is inadequate. The ideal qualification for training secondary teachers in South Africa may be a university degree; however, the implementation of these ideals is dependent upon the number of candidates who obtain the Senior Certificate. The number of Black and Coloured students who obtain Senior Certificates remains small, and few of those who do earn it choose to enter the teaching profession.

The Junior Secondary Teachers' Certificate is a two-year professional education program offered to holders of the Senior Certificate. There are three basic components to the Certificate:

- professional subjects including practice teaching, theory of education, educational psychology, etc., taken by all students;
- a specialization in one of the following fields: languages, social studies, mathematics and science, commercial subjects, agriculture or domestic science;
- background studies (general education) in all of the following: religious education, book education, organization of sport, and special instruction in the use of English and Afrikaans as media of instruction.

Table 15 lists the various secondary teacher training certificates, diplomas, and degrees within the Black, Coloured, and Indian systems. Table 15 does not list secondary teacher training programs for Whites because all basic secondary training for Whites is done through degree programs in universities. However, an example of a White university education program is given on p. 126. Table 15 does list Black, Coloured, and Indian post-bachelor's programs in education (e.g., University Education Diploma) because they may be a part of the training qualifications of Black, Coloured, and Indian secondary teachers.

Senior Secondary Teachers' Certificate Program

The program offered for the Senior Secondary Teachers' Certificate is designed by the Department of Education and Training (formerly the Department of Bantu Education). Some candidates enter a three-year program having completed the Senior Certificate, while others who have completed the Junior Secondary Teachers' Certificate enter a one-year program. The

Table 15

Secondary Teacher Training Programs for Black, Coloured, and Indian Systems

Award	Admission Requirement	Length/Level
	Black Programs	
Administered by Department of Education and Training (formerly Department of Bantu Education)		
Junior Secondary Teachers' Certificate (J.S.T.C.)	Senior Certificate	2 years/Tertiary
Senior Secondary Teachers' Certificate (S.S.T.C.)	Senior Certificate or J.S.T.C.	3 years/Tertiary
Administered by Universities of Fort Hare, the North, and Zululand		
South African Teachers' Diploma*	Senior Certificate	2 years/Tertiary
Higher Secondary Teachers' Diploma (H.S.T.D.)	Senior Certificate	3 years/Tertiary
University Education Diploma (U.E.D.)	Bachelor's Degree	1 year/Tertiary
University Education Diploma (Non-Grad) (U.E.D. Non-Grad)	University Study	1 year/Tertiary
	Coloured Programs	
Administered by University of the Western Cape		
Lower Secondary Teachers' Diploma	Senior Certificate	3 years/Tertiary
Secondary Teachers' Diploma (Non-Grad)	Senior Certificate	3 years/Tertiary
Secondary Teachers' Diploma†	Bachelor's Degree	1 year/Tertiary
Adaptation Classes Teachers' Diploma	Certified Teacher	1 year/Tertiary

*Offered only from 1960-1967.

†Formerly University Education Diploma.

Table 15 *(continued)*

Award	Admission Requirement	Length/Level
Indian Programs		
Administered by Department of Indian Affairs and University of Durban-Westville		
Junior Secondary Education Diploma	Senior Certificate	3 years/Tertiary
Administered by University of Durban-Westville (only)		
Post-Graduate Senior Secondary Teachers' Diploma	Bachelor's Degree	1 year/Tertiary

program includes academic content, professional education subjects, and background courses, particularly in English and Afrikaans. The academic courses (of which at least three subjects must be taken and passed each year) are taught at the degree (or university) level and are externally examined by the universities. The other subjects are examined internally. Some practice teaching is done each year. The following grading scale is used:

Pass	A — 80-100%	Fail	E — 40-49%
	B — 70-79%		F — 0-39%
	C — 60-69%		
	D — 50-59%		

For the award of a credit, a final over-all mark of not less than 50% is the minimum requirement. To gain a distinction in any subject, a mark of 75% or over must be obtained. Any distinctions obtained in the third year are indicated on the certificate awarded. If a student obtains distinctions in more than half the subjects, the Senior Secondary Teachers' Certificate (S.S.T.C.) will be awarded with distinction.

If a student fulfills all the requirements for a pass in the second year of the course, with the exception of a pass mark in the third academic subject, a Junior Secondary Teachers' Certificate (J.S.T.C.) may be issued. Upon satisfactory completion of the third academic subject, the J.S.T.C. can be withdrawn and converted into a S.S.T.C.

University Programs in Education

At the university level, programs in education, whether at the bachelor's, post-graduate, or additional (e.g., Higher Diploma in Education—Post-Graduate) level, train teachers for secondary school teaching or teacher training work.

As an example of the wide range of programs available to White students wishing to prepare to become secondary school teachers, the programs offered at the University of the Witwatersrand, Johannesburg, is shown be-

low. Some of these programs are available in Black, Coloured, and Indian universities.

University of Witwatersrand Programs in Education

A. Degrees/Diplomas Offered: B.Ed.; M.Ed.; Ph.D.; D.Ed.; Higher Diploma in Communication Studies; Higher Diploma in Education (Post-Graduate); University Education Diploma (Post-Graduate); Higher Diploma in Education; University Diploma in Education; Diploma in Remedial Education; Diploma in Specialised Education; Licentiate in Music.

B. Admission Requirements

Degree or Award	Admission Requirement
Bachelor of Education; Higher Diploma in Communication Studies; Higher Diploma in Education (Post-Graduate); University Diploma in Education (Post-Graduate)	Bachelor's Degree
Higher Diploma in Education; University Diploma in Education	Matriculation Certificate, or Secondary Teachers' Certificate or Diploma
Diploma in Specialised Education; Diploma in Remedial Education	Bachelor's degree, or Education Diploma plus experience
Licentiate in Music	Matriculation Certificate
Master of Education	Bachelor of Education
Ph.D.	Master's degree or equivalent
D.Ed.	Ph.D.

C. General Study Plan

Bachelor of Education	1 yr. program consisting of Philosophy of Educ., Psychology of Educ., Sociology of Educ., Economics of Educ., Teaching & Learning, Education in South Africa, etc.
Higher Diploma in Communication Studies	1-yr. program consisting of communication and theory, language and its use; communication in educ., cross-cultural communication, methodology & techniques in communication teaching, etc.
Higher Diploma in Education (Post-Graduate)	1-yr. course consisting of theory of educ., methodology in teaching subjects; highly specialized study in a given field, e.g., science, mathematics, physics, etc.
University Education Diploma (Post-Graduate)	Same as above. (Candidates do not have Afrikaans at the Matriculation level.)
Higher Diploma in Education	4 yrs., full-time; majors in home economics, industrial arts, physical education, commercial subjects and general university subjects, and professional university subjects.

University Diploma in Education	Same as above. (Candidates do not have Afrikaans at the Matriculation level.)
Diploma in Specialised Education and Diploma in Remedial Education	2 yrs., part-time; psychology of learning and development, anatomy, physiology and neurology, remedial procedures and methodology, psychopathology, etc.
Licentiate in Music	3 yrs., full-time; music, music history, composition, methodology, languages, performance, etc.
Master of Education	1 yr., coursework and thesis; or 1 year, research and thesis.
Ph.D.	At least two years, full-time, research and thesis.
D.Ed.	Presentation of published research.

Discussion of Qualifications

The completion of a Bachelor of Education or the Higher Diploma in Education qualifies an applicant for graduate programs in the United States. In each case, the holder of the B.Ed. or the Higher Diploma has completed four years of university training or its equivalent. The student has entered the B.Ed. programs with a bachelor's degree in another field. The student entering the Higher Diploma course has either a bachelor's degree or a Matriculation Exemption. When the student has only the Matriculation Exemption, the program followed for the Higher Diploma within the universities is four years in duration and is fully integrated with other university programs, e.g., Physical Education or Fine Arts.

The Higher Diploma in Education (Post-Graduate) also qualifies an applicant for graduate programs in the United States. Post-graduate work in education in universities in South Africa is the equivalent of undergraduate-level work in the United States even though the work is done upon completion of a bachelor's degree in South Africa. The post-graduate work may be considered comparable to certification coursework for U.S. graduates who have degrees in fields other than education. The completion of the first bachelor's degree plus the Bachelor of Education would qualify the applicant for consideration for graduate admission. Undergraduate transfer credit may be granted on a course-by-course basis if appropriate, as for other bachelor's-level courses from South Africa. Graduate credit should not be granted.

Admission to the Master of Education degree program requires completion of the Bachelor of Education degree or another bachelor's degree, the curriculum for which extends over a four-year period (e.g., an Honours degree in another field). The program for the master's degree consists of advanced study and research on a topic approved by the university, and submission of a thesis based on that research. Generally, the program extends over a period of not less than one year for a full-time student, and not less than two years for a part-time student. There are course requirements and, in

some cases, comprehensive examinations included in the program. It is possible to complete approved projects in lieu of some of the course requirements at some of the universities.

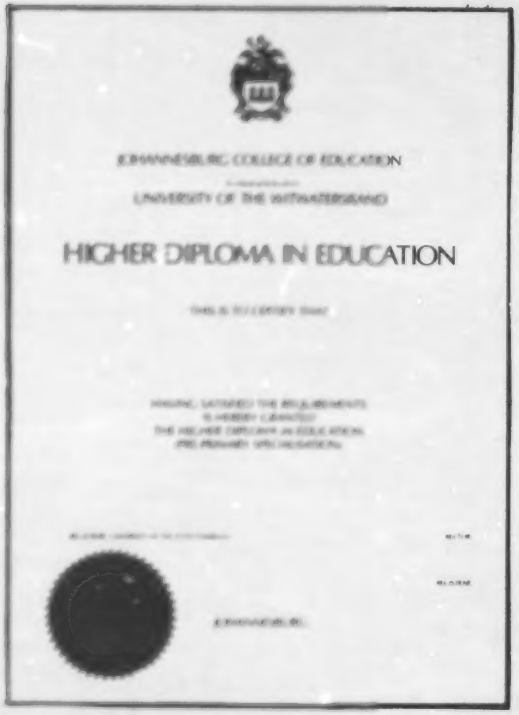
The normal qualification for admission to the Doctor of Philosophy in education is the Master of Education degree. However, it is possible for highly qualified students who have completed a bachelor's degree to enter a Ph.D. program directly. Persons holding master's degrees in fields other than education may be admitted if they have had sufficient teaching experience. The program is usually not less than two years in length for a full-time student and not less than three years for a part-time student. The student must complete full-time research under the guidance of a supervisor appointed by the university from the faculty. A dissertation on the research must be submitted and approved by the university. Coursework may or may not be required in a Ph.D. program.

To be awarded a Doctor of Education degree, a person must present for the approval of the university an original published work which constitutes a distinguished contribution to the advancement of knowledge in the field. The person must have held either a bachelor's degree for at least five years, or a master's degree for at least four years, or a Ph.D. for at least two years.

General Comments on Evaluation of Credentials of Teachers

When reviewing teacher training credentials, it is suggested that U.S. admissions officers take into consideration the entry level for the program and the length of the program. In general, a year of study may be considered comparable to a year of study in the United States. For instance, a two-year program following completion of the Junior Certificate would be comparable to completion of secondary school in the United States and would make the student eligible for consideration as a freshman in U.S. colleges. A two-year program following the Senior Certificate would yield the holder of the certificate up to a maximum of 60 credits. However, due to the heavy emphasis on professional education courses in most teacher training programs, it is most likely that it may take the student more than an additional two years to complete a bachelor's degree in the United States. This is caused by the necessity to fulfill the bachelor's degree requirements at the U.S. college. In other words, some of the transfer credit will probably have to be designated as elective credit. As with all transfer of credit considerations, the quality of marks should also be taken into consideration.

The pass mark in the 0-100 scale is often 40 in teacher training colleges. This is frequently misunderstood by U.S. admissions officers. The whole range of marks from 0 to 100 is awarded. Therefore, if the distribution curve calls for 40% of the examinees to fail and the pass mark is 40, a pass with the minimum passing mark represents the 40th percentile of the persons examined. It may be compared to a lower-middle C in the United States where the C range is normally the 30th to the 70th percentile. It is highly unusual to see marks above 70 in the South African grading system.

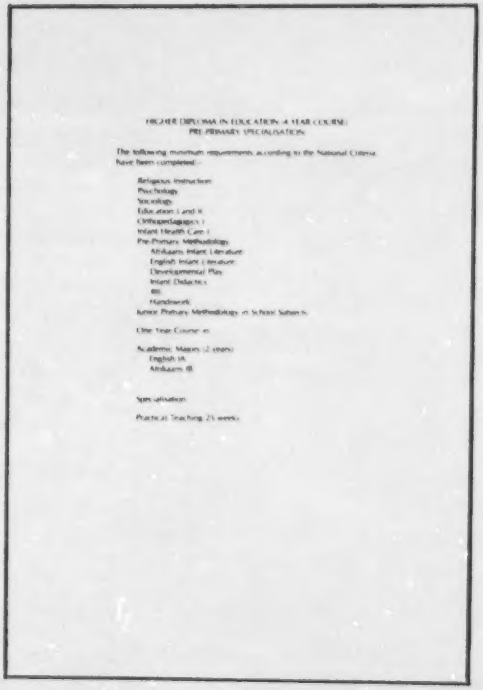


JOHANNESBURG COLLEGE OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND

HIGHER DIPLOMA IN EDUCATION

Document 30a.
Higher Diploma in Education (Pre-Primary Specialisation)



HIGHER DIPLOMA IN EDUCATION (4 YEAR COURSE)
PRE-PRIMARY SPECIALISATION

The following minimum requirements according to the National Criteria have been completed:-

Religious Instruction
Psychology
Sociology
Education I and II
Orthopedagogics I
Infant Health Care I
Pre-Primary Methodology
Afrikaans Infant Literature
English Infant Literature
Developmental Play
Infant Didactics
RE
Handiwork
Junior Primary Methodology in School Subjects

One Year Course in:

Academic Majors (2 years)
English IA
Afrikaans IB

Specialisation

Practical Teaching 21 weeks

Document 30b. Reverse side of 30a

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Chapter Seven

Professional and Adult Education

South African Medical and Dental Council

The South African Medical and Dental Council (S.A.M.D.C.) under the auspices of the Ministry of Health regulates and advises the Minister of Health on health care professions for all population groups. These professions include medicine, dentistry and other allied health fields. Government regulations specify the qualifications (both South African and foreign) which a person must hold in order to practice in South Africa. In some professions the course of study is also specified.

Medical students must be registered with the S.A.M.D.C. Persons who have only Conditional Exemption Certificates from the Joint Matriculation Board (see section in Chapter Four on undergraduate admission to degree courses) are not automatically eligible to enroll as medical students. Such persons are considered on a case-by-case basis.

The medical course includes a minimum of six years of certified study and experience, of which at least the last three years shall include clinical subjects in a hospital (or other approved facility) attached to a university. The academic syllabus must include one year of each of the following: organic chemistry, physics, biological sciences (or zoology and botany), human anatomy and physiology (including experience in dissecting cadavers and demonstration in the living body), principles of human behavioral science, various subjects in the pathological area, pharmacology, preventive and promotive medicine. The syllabus also includes clinical training (outpatient and inpatient) in medicine, surgery, obstetrics and gynecology, pediatrics, and psychiatry, and legal and ethical obligations of registered interns and medical practitioners. The examinations (some partly by means of continuous evaluation) must include the following subjects: chemistry, physics, biological sciences (or botany and zoology), anatomy, physiology, pathology subjects, pharmacology, preventive and promotive medicine, medicine, surgery, obstetrics and gynecology, pediatrics and psychiatry. There must be at least one external examiner in each subject. The pass mark is 50% for each exam. The clinical part of the evaluation must be passed or the student cannot receive a degree.

At the end of this training period a person may be registered with the S.A.M.D.C. either as an intern or (if the internship was performed as part of the course of study for the degree) as a medical practitioner. The internship period is 12 months. The following South African qualifications were

recognized as of 1978 by the S.A.M.D.C. for purposes of registration as an intern or medical practitioner: the Bachelor of Medicine-Bachelor of Surgery from the Universities of Cape Town, Natal, Pretoria, Stellenbosch, Witwatersrand and the Medical University of South Africa, and the Bachelor of Medicine from the University of the Orange Free State. The bachelor's degree is the entry level professional qualification.

There are a variety of higher degrees and specialist diplomas which medical practitioners may obtain from universities, including the Doctor of Medicine (M.D.), which is not the entry level professional degree in South Africa.

Dental students must also be registered with the S.A.M.D.C. Persons with Conditional Exemption Certificates are treated on a case-by-case basis, like medical students. The aims of the dental curriculum are similar to those of the medical curriculum. The dental curriculum covers five years and includes the following mandatory subjects: chemistry, physics, biological sciences (or botany and zoology), human anatomy and physiology, and professional subjects. The examination must cover these subjects, and there must be an external examiner in each subject. The pass mark is 50%, and a person must pass the clinical evaluation in order to get a degree.

Upon successfully completing dental training a person may be registered as a dentist with the S.A.M.D.C. The following South African qualifications are accepted by the S.A.M.D.C. for such purposes: the Bachelor of Dental Surgery from the Universities of Pretoria, Stellenbosch, Western Cape and Witwatersrand, and the Bachelor of Dental Science from Witwatersrand. There are several higher degrees and specialist diplomas which dentists may obtain after further study and research.

The curricula for the other disciplines under S.A.M.D.C. purview are not regulated in as much detail as are the curricula for medical and dental students. The other categories of health care professionals registered with the S.A.M.D.C. are listed below, along with entrance requirements, duration of training, institutions where training is conducted, and qualifications needed for registration. Some of these professions require that a person hold a National Diploma. These may be issued by the Department of National Education, the Administration of Coloured Affairs (previously the Department of Coloured Relations), and the Department of Education and Training (previously the Department of Bantu Education).

Audiologists—
No South African qualifications; only U.S. qualifications accepted.

Chiropodists—
National Diploma in Chiropody.
Entrance: Senior Certificate.
Duration: three years.
Institutions: technikons.

Health Inspectors—
National Diploma for Health Inspectors, Diploma in Hygiene (from the South African Railways, prior to March 11, 1974), B.Sc. in Hygiene.
Entrance: for diploma—Senior Certificate;
for degree—Matriculation Exemption/Certificate.
Duration: three years.
Institutions: technikons, universities.

Medical Technologists—
National Diploma in Medical Laboratory Technology in the following categories—blood transfusion technology, cardiology, chemical pathology, clinical pathology, cytogenetics, cytotechnology, forensic pathology, hematology, histopathological technique, immunology, lung function, microbiology, parasitology, pharmacology, radio-isotope technology, virology.
Entrance: Matriculation Exemption/Certificate.
Duration: four years.
Institutions: technikons, some technical colleges.

Occupational Therapists—
National Diploma in Occupational Therapy, Diploma in Occupational Therapy, Bachelor's degree in occupational therapy.
Entrance: Matriculation Exemption/Certificate.
Duration: four years.
Institutions: universities, Vona du Toit College of Occupational Therapy.

Orthopedic Orthotists and Prosthetists—
National Certificate for Orthopedic Technicians.
Entrance: Senior Certificate.
Duration: three years (but four years for holders of the Junior Certificate, which is sometimes allowed as entrance requirement).
Institutions: hospitals.

Physiotherapists—
National Diploma in Physiotherapy, Bachelor's degree in physiotherapy.
Entrance: Matriculation Exemption/Certificate.
Duration: four years.
Institutions: universities, Pretoria College of Physiotherapy.

Psychologists (clinical, counselling, industrial, or research)—
Either examination by the S.A.M.D.C., provided the person holds a bachelor's degree and was born before 1940;
or a master's degree in Psychology, provided that after five years of study in psychology and in connection with or after the obtaining of the master's degree, the holder has had at least 12 months' practical experience in psychological procedures in the particular category in which the person wishes to register (except that until the end of 1977 the 12-month period was allowed to be performed directly after the honours degree).

Radiographers—
Before March 6, 1962: Examination in Radiography (of S.A.M.D.C.), National Diploma in Radiography, Diploma in Radiography.
Since March 6, 1962: Examination in Diagnostic Radiography (of S.A.M.D.C.), Examination in Therapeutic Radiography (of S.A.M.D.C.), National Diploma in Diagnostic Radiography, National Diploma in Therapeutic Radiography, Diploma in Diagnostic Radiography, and Diploma in Therapeutic Radiography.
Entrance: Senior Certificate with math as a subject.
Duration: three years.
Institutions: universities, hospitals.

Speech Therapists—
Diploma in Logopaedics, B.A. in Logopaedics (before 1965).
Entrance: Senior Certificate for diploma; Matriculation Exemption/Certificate for degree.
Duration: three years.
Institutions: universities.

Speech Therapists and Audiologists—
B.Sc. in Logopaedics, B.A. in Logopaedics (after 1964), B.A. in Speech and Hearing Therapy.
Entrance: Matriculation Exemption/Certificate.
Duration: four years.
Institutions: universities.

South African Nursing Council

The South African Nursing Council (S.A.N.C.) was established by Parliament in 1957 with the following objectives: to assist in promoting health studies; to control the training and work of general nurses, midwives, enrolled nurses, and nursing assistants (subject to the provisions of various medical acts); to function as a liaison in nursing matters both within South Africa and externally; and to advise the Minister of Health on matters falling within the scope of the Nursing Act (currently the one enacted in 1978). The same nursing regulations apply to all population groups.

The S.A.N.C. carries out the following functions in regard to education and training: prescribes the criteria which a training hospital must meet in order to receive S.A.N.C. approval; publishes the syllabuses for each of the various courses; stipulates the parameters of the final examinations; regulates the granting of exemption from parts of courses where previous training is involved; and regulates the retaking of exams.

The following paragraphs contain a description of the various training courses which fall under S.A.N.C. jurisdiction. Unless otherwise stated, it can be assumed that the pass level is 50%, that passing with distinction or honours is 75%, and that whenever an examination consists of more than one part, each part counts equally toward the overall final mark. The S.A.N.C. can also relax institutional requirements for approval for training.

In terms of education and training, the lowest nursing category is that of nursing assistant, sometimes referred to as a type of enrolled nurse. The academic requirement for admission is normally Standard 6, although this provision has been deleted from the current government regulation concerning this course of study. The course lasts 100 days and must be completed within two years. The subjects, which are taught as practical subjects only, are anatomy and physiology, basic nursing, elementary nutrition, ethical foundations of nursing, first aid, and hygiene. At the end of the course there is an oral and practical examination, but no written exam.

The enrolled nurse is the next higher level in terms of education and training. The admission requirement is completion of Standard 8. The S.A.N.C. has laid down the following criteria for an institution to meet in order to train enrolled nurses: the hospital must have an average of 30 patients per day available for student training, of which at least 12 must be medical, at least 6 surgical, and at least 6 pediatric; the person in charge of the course must be a general nurse; there must be at least one general nurse on duty at all times; and the members of the clinical training staff must be general nurses or enrolled nurses. The course of study lasts two full years, but there are exemptions for previous training in the general nursing course. The curriculum includes the following subjects: anatomy and

physiology, ethical foundations of nursing, first aid, nursing, nutrition and dietetics, and preventive and promotive health care and family planning. There is a three-hour written final exam.

General nurses fall into two types, depending on how they obtained their training. Degree nurses are trained at universities, whereas diploma nurses are trained at nursing colleges in association with a training hospital under the provincial administration. Because of the nature of universities, there are differences in the way education and training of each type of general nurse is conducted. Degree nurses study subjects in greater depth and on a more theoretical level. Diploma nurses, who are required to have only the Senior Certificate, spend only 10 of their 36 months in the training college at theoretical study. On the other hand, they receive more thorough practical training. An example of the difference between the two nursing programs is the way Community Health is taught: diploma nurses receive the required 3,000 hours on a continuing basis, while degree nurses take the same number of hours in bits and pieces.

The 1975 "Regulations for the Diploma in General Nursing for Registration as a General Nurse" state that a person must meet one of the following criteria to be admitted to the course: have a Senior Certificate *or* be currently registered as a nurse/midwife *or* be an enrolled nurse. The following requirements must be met before an institution can be approved to conduct the three-year course: the person in charge must be a registered general nurse and must hold an additional qualification in nursing education and in nursing administration (explained below); and there must be at least 100 patients, of which at least 30 must be medical, 40 surgical, 5 gynecological and 15 pediatric, available daily for student training. The curriculum specifies the subjects and the clinical practice.

Clinical practice includes three months in a psychiatric unit, two months in a midwifery unit, casualties and out-patients (1 month), gynecological nursing (1 month), medical nursing (4 months), operating theater (2 months), pediatric nursing (3 months), preventive and promotive health care and family planning (160 hours), and surgical nursing (4 months). The subjects are taught on an applied level and include the following: anatomy and applied medical biophysics; ethos of nursing; general nursing science and art and clinical practice I, II, III; introduction to microbiology, parasitology and pharmacology; introductory midwifery, microbiology, parasitology, pathology and pharmacology; physiology and applied chemistry; preventive and promotive health care and family planning and practice, and social sciences, social care and mental health care. Some subjects have written examinations, and others have oral examinations or a combination of written and oral. In the first year of general nursing science and art and clinical practica, the written and oral parts count 50% each. However, the written part counts more in the second (66⅔%) and third (75%) years. Persons who do not pass the required number of subjects for promotion to the next year of study may retain credit for those subjects which they have passed.

The nursing degree programs must all meet S.A.N.C. approval. Nursing degrees may be the Bachelor of Science, Bachelor of Social Science, or the

Bachelor of Nursing (Baccalaureus Curationis). The length of the course of study varies from four to five years, depending on the university. Courses common to all the curricula are the following: anatomy, biology, chemistry, community health nursing, microbiology, midwifery, nursing, pathology, pharmacology, and physics. Some university curricula include psychology and sociology. Admission to exams and retention of credits for exams passed is subject to the general rules of each university and is not overruled by the S.A.N.C. In some universities the enrollment in the nursing degree program is restricted because there are more applicants than there are places.

In addition to these basic courses, there are more specialized diploma courses. These courses are not academic but are professional/specialization diplomas. The following is a list of such courses:

Diploma in Midwifery—

Entrance: general nurse *or* psychiatric nurse *or* enrolled nurse.

Duration: 2 years for enrolled nurses; one year for general and psychiatric nurses.

Teaching: applied level.

Exams: three 3-hour exams; oral exam in clinical practica.

Diploma in Psychiatric Nursing—

Entrance: S.C. *and* general nurse *or* midwife *or* enrolled nurse.

Duration: 3 years for enrolled nurses; one year for diploma nurses; 9 months for degree nurses.

Institution Requirements: 300 patients per day, of which 180 must be psychiatric with at least 60 of these mentally subnormal.

Teaching: very similar to the general nursing course with the major exception being that General Nursing Science and Art and Clinical Practica is replaced by Psychiatric Nursing Science and Art and Clinical Practica.

Exams: the same as for the general nursing course.

Diploma in General and Psychiatric Nursing—

Entrance: same as for Diploma in Psychiatric Nursing.

Duration: 3.5 years (6 months shorter than the two diploma courses taken separately).

Other parameters remain the same as for the two separate diploma courses.

Diploma in General Nursing and Midwifery—

Entrance: same as for Diploma in General Nursing.

Duration: 3.5 years (6 months shorter than the two diploma courses taken separately).

Other parameters remain the same as for the two separate diploma courses.

Diploma in Nursing Education—

Entrance: S.C. (preferably with math and science as subjects) *and* either general nurse and midwife or general and psychiatric nurse.

Duration: 2 years.

Diploma for Psychiatric Nurse Instructor—

Entrance: psychiatric nurse.

Duration: 200 days.

Diploma in Community Health Nursing Science—

Entrance: general nurse and midwife *or* general nurse (male) *or* psychiatric nurse.

Duration: 200 days to be completed within two years.

Exams: 50% required, but 40% allowed in some subjects, to pass; written and oral.

Diploma in Clinical Care, Administration and Instruction—

Entrance: general nurse *or* psychiatric nurse.

Duration: 200 days to be completed within two years.

Exams: 50% required to pass; written and oral.

Diploma in Nursing Administration—

Entrance: general nurse.

Duration: 200 days to be completed within two years.

Exams: 50% required to pass; written and oral.

Diploma in Intensive Nursing, Diploma in Operating Theatre Techniques, Diploma in Ophthalmic Nursing, Diploma in Orthopedic Nursing, Diploma in Pediatric Nursing—

Entrance: general nurse.

Duration: 200 days to be completed within 15 months.

Exams: 50% required to pass; written and oral exams.

The S.A.N.C. also controls the course for the Certificate in District Nursing. This course lasts 100 days and must be completed within 7 months. To be admitted a person must be a general nurse and midwife. There is an oral exam and a three-hour written exam.

Some universities offer a degree in nursing education and administration called the Baccalaureus Curationis (Instructionis et Administrationis). To be admitted, a person must meet the usual university admission requirements and must be either a general nurse and midwife *or* a general and psychiatric nurse. At the University of the North the course lasts three years and includes the following subjects: anatomy, applied biophysics, community health care (I, II), elementary chemistry, microbiology, nursing administration (I, II, III), nursing education (I, II, III), physiology, psychology (I), public administration (I, II), sociology (I), and either psychology (II, III) or sociology (II, III).

South African Pharmacy Board

The pharmacy profession for all population groups has been regulated by the South African Pharmacy Board (S.A.P.B.) since that Board was created by the Pharmacy Act of 1928.

Pharmaceutical training can be taken at either a university or a technikon. The following universities offer the B.Pharm. course: the Universities of Durban-Westville, the North, Potchefstroom, and the Western Cape, and Rhodes University. And the following technikons offer the course leading to the Diploma in Pharmacy of the S.A.P.B.: Cape Town, Natal, Port Elizabeth, Pretoria, and Witwatersrand. At both types of institutions the entrance requirements are the same, and the curricula are essentially the same. In order to be accepted for pharmacy training a person must have obtained the Matriculation Exemption of the J.M.B. and must have passed both mathematics and science.

Government regulations prescribe the minimum curriculum of the

pharmacy course. The S.A.P.B. specifies the syllabuses and the exams for the diploma course offered at technikons and determines which subjects are taught each year of the course. During the first year there is a choice of either botany, chemistry I, physics and zoology, or of biology, chemistry I, mathematics, and physics. Each of these two groups of subjects is called Pharmacy I. Pharmacy II comprises chemistry II, pharmaceutics I, pharmacognosy, and physiology; Pharmacy III, health education (half course), pharmaceutical chemistry I, pharmaceutics II, and pharmacology I; and Pharmacy IV, forensic pharmacy, pharmaceutical chemistry II, pharmaceutics III, pharmacology II, and pharmacy administration.

The S.A.P.B. requires external examiners at the end of each year in all subjects except Health Education and Pharmacy Administration. During each year there are two internal theory exams, which can count as much as one third of the overall theory mark for the year. The practical exams are also conducted by internal examiners and are moderated by external examiners appointed by the S.A.P.B. In order to pass each year a person must obtain a minimum of 40% in the end-of-year exam and must have a 50% overall grade, including the practical and theory exams taken during the year. University training includes the same subjects as the diploma course. However, the S.A.P.B. does not prescribe the syllabuses and does not write the exams. The course of study at both universities and technikons lasts a minimum of four years.

The Legal Profession

University training is required for three categories of legal professionals: advocates, attorneys (distinction explained below), and civil servants. There are different university qualifications associated with each of these three categories, and each type of training has been stipulated by one or more acts of Parliament. In 1955 Parliament created the Board for the Recognition of Examinations in Law, which liaises with the universities.

Persons who practice law within the Public Service in South Africa are required as a minimum to possess one or more of the following university qualifications: the Bachelor of Jurisprudence (B.Jur./B.Iur.), the Public Service Diploma in Law, and the Senior Public Service Diploma in Law. The structure of the courses leading to these qualifications is not as closely stipulated as it is for the advocates' and attorneys' degrees. But in at least half of the universities the B.Jur. also functions as the standard undergraduate degree for the post-graduate advocate's degree (see below).

Attorneys perform general legal work, such as taking care of estates and drafting wills, and are roughly equivalent to solicitors in the United Kingdom. If they have training in transfer of property they come to be called conveyancers. They may also appear before administrative tribunals and in Magistrates Courts. These men are approached directly by the public. Their professional organizations are the four provincial law societies, whose membership is made up of attorneys from all four population groups.

The educational qualification to be an attorney (in terms of the 1934 and 1973 acts) is a Baccalaureus Procrationis (B.Proc.). The B.Proc. was introduced in 1971. The following regulations apply to its course of study, which must

(1) last at least four years; (2) be approved by the Board for the Recognition of Examinations in Law; (3) include four non-law courses, one year of accountancy, and a language requirement (matriculation Latin and one year at university of either Afrikaans or English, whichever was offered for university entrance on the lower level); (4) include 12 year-courses in law subjects. These 12 courses must cover the following topics: introduction to the study of law; history of South African law; law of persons; family law; law of things; law of succession; administration of estates; general principles of the law of contract; the law of sale, lease, mandate, master and servant and suretyship; law of delict; company law and partnership; law of insolvency and negotiable instruments; Roman law; criminal law; law of evidence; criminal procedure; interpretation of statutes and constitutional and administrative law. As a result of these detailed regulations there is little variation in the curriculum from one university to another. The areas where variation is found are in commercial law and in the addition of some specialty courses, such as Zulu or Islamic law.

Advocates perform different functions and must complete a longer period of study. Advocates are trial specialists and roughly equate to British barristers. They appear in court, including the Supreme Court, and are approached by the public only through attorneys. Advocates belong to various bar associations. They must have obtained the Bachelor of Laws (LL.B.) as required by the 1964 act which stipulates that the course of study must (1) last five years; (2) include at least one year of Afrikaans, one of English, and one of Latin; (3) include a non-law major; (4) include a prescribed selection of law courses (see below).

In every university except the Universities of the Orange Free State and Pretoria, the LL.B. is a post-graduate degree. Thus, the requirement for a non-law major is met when the person obtains the bachelor's degree. Theoretically any bachelor's degree is acceptable, providing certain preliminary legal subjects have been taken. But most LL.B. students obtain either a B.A., B.Com., B.Jur., or B.Proc. degree. With the exception of those who obtain the B.Com. degree, most students who study full-time can complete the LL.B. course in five years. The B.Com. degree program usually necessitates a minimum of six years of overall study for the LL.B. The 1977 amendment to the law now allows students to meet the language requirement after they have met the other requirements.

The prescribed law courses must cover the following topics: Roman law, history of Roman law, private law (persons, property, succession, delict contract, specific contracts), public law (constitutional law, administrative law, and criminal law), commercial law (company law, insolvency, negotiable instruments), procedure and evidence (criminal procedure, civil procedure, evidence), interpretation of statutes, conflict of laws, jurisprudence. However, the packaging of these courses varies with each university, as does the number of courses (from 13 to 28). Universities fall into two groups in regard to their ordering of these subjects within their curricula. One group is composed only of the four English-oriented universities: Cape Town, Natal, Rhodes and Witwatersrand.

In addition to the prescribed courses most universities also include principal commercial contracts and immaterial property. Less commonly in-

cluded are comparative law, tax law and Bantu law. After a person has completed the LL.B. the remaining requirement for becoming an advocate is to serve two years as an articled law clerk.

Civil servants who are required to be legal professionals must obtain the Public Service Law Certificate, or its Coloured and Black equivalent, the Diploma Juris. The entrance requirement for the Public Service Law Certificate is the Senior Certificate with Matriculation Exemption. For the Diploma Juris, the Matriculation Exemption, endorsement on the Senior Certificate is not required. The following Public Service Law Certificate curriculum from the University of Natal is representative:

1st year: Roman-Dutch law I
Roman law
criminal law

2nd year: Roman-Dutch law II
mercantile law I
criminal procedure
evidence
mercantile law II *or*
African civil law/Bantu law

3rd year: Roman-Dutch law IIIA
Roman-Dutch law IIIB
Roman-Dutch law IIIC
civil procedure
interpretation of statutes.

The Public Service Senior Law Certificate follows upon the Public Service Law Certificate. It involves an additional one or two years of study. Its Black and Coloured civil service equivalent is the Diploma Legum.

The Engineering Profession

Engineering as a profession is regulated by the central government through the South African Council for Professional Engineers (SACPE) which was created by the Professional Engineers Act (#81 of 1968). This act gives SACPE the power to prescribe the manner of registration for both engineers and engineers-in-training. The act also established an Education Advisory Committee with the following members: one representative from each university that has a Faculty of Engineering, one representative appointed by the Minister of Public Works from a technikon, a second person appointed by the Minister of Public Works, and three people selected from a list of names submitted by SACPE.

There are two requirements persons must meet in order to be registered with SACPE as professional engineers: they must pass SACPE's exam or an exam recognized by SACPE, and complete a three-year training period. For purposes of registration as an engineer, SACPE recognizes the following university exams that lead to the awarding of bachelor's degrees in engineering: the Universities of Cape Town, Natal, Pretoria, Stellenbosch, and Witwatersrand. The following engineering courses are offered at South African universities: agricultural, chemical, civil, electrical, electronic, electrotechnical, geological, industrial, mechanical, metallurgical, and mining. In addition, (land) surveying is regarded as a type of engineering. The following academic qualifications are not recognized by SACPE: National Diplomas in Engineering, the ordinary British pass degree, and some other European degrees. Exemption from SACPE's exam, however, can be granted for per-

sons 50 years of age or older who have had 25 years of work experience which is satisfactory to SACPE. Concerning the three-year training period normally prescribed, SACPE further specifies the types of experience which must be included in order for a person to meet SACPE registration. This three-year period can be reduced in some cases where university study lasts five years. For example, at the University of Stellenbosch there is a five-year combined Bachelor of Engineering/honours Bachelor of Engineering program which reduces the three-year training period to two.

There is some liaison between universities and technikons in the engineering field. As noted above, one of the members of the Education Advisory Committee is from a technikon. Also, under some conditions universities will give some exemption for engineering courses at technikons. For example, at the University of Cape Town a person who obtained Matriculation Exemption before taking the T1 and T2 level courses at a technikon can take Cape Town's first-year engineering exams without having to attend the lectures, providing that person is recommended by the technikon at which the T1 and T2 courses were taken. Normally, however, persons who get one of the National Diplomas (see Chapter Five) write the Government Certificate of Competency exam, which is required of all personnel in charge of machines where there is a combined total of more than 1,500 horsepower. Such persons can belong to the Institute of Certified Engineers; but they are not professional engineers.

The Architecture and Quantity Surveying Professions

Architects in South Africa must be registered with the Institute of South African Architects, in terms of the Architects Act of 1970. The basic requirements for registration are (1) a degree in architecture from one of the following universities: Cape Town, Natal, the Orange Free State, Pretoria, Port Elizabeth, or the Witwatersrand *and* (2) two years of practical experience. The Cape Town, Natal, and Witwatersrand architecture courses include one year of practical experience and require six years for completion. The other three universities each have a five-year course without the year of practical experience.

A profession which is closely related to architecture is that of quantity surveying. In fact, until 1970 both professions were regulated by the same legislative act. The quantity surveyor is responsible for preparing bills of quantities. These detail the work required to carry out a construction project and are used by bidders in preparing estimates.

Quantity surveyors must be registered with the South African Council for Quantity Surveyors (S.A.C.Q.S.), which derives its powers from the Quantity Surveyors' Act (Number 36 of 1970). The Act also stipulates the training required: the passing of an examination recognized by the S.A.C.Q.S., and three years of practical training (with a minimum of one year in South Africa itself). Some reduction in the three-year period is given for persons who have been registered overseas. For some older South Africans the training period may be eliminated altogether.

The S.A.C.Q.S. conducts its own two-part exam: two three-hour papers, one on principles of quantity surveying and one on professional practice.

The principles paper covers the following topics: the role of the quantity surveyor, the role of bills of quantities, basic principles of taking off, preparation of bills of quantities, preparation of valuations for payment certificates, preparation of final accounts, basic principles of costing and pricing, estimating and valuing, feasibility studies, and cost planning and control. The professional practice paper includes tendering procedures, suretyship and guarantees, mortgages, liens, contractual procedure, arbitration, agency, the 1970 Act and subsequent regulations, office organization and management, insurances, and the Standard System of Measuring Builders' Work.

The S.A.C.Q.S. also recognizes other examinations. Bachelor's degrees in quantity surveying from the Universities of Cape Town, Natal, the Orange Free State, Pretoria, Port Elizabeth, and the Witwatersrand are recognized. As noted for architects, the Cape Town, Natal, and Witwatersrand degrees include a year of practical training and are thus one year longer than the courses at the other universities.

The following is the Quantity Surveyors curriculum from the University of Cape Town:

1st year: quantities 1
building construction 1
structural design 1
technical drawing
mathematics 1 (a)
statistics 1 (a)
economics 1B

2nd year: quantities 2
building construction 2
structural design 2
surveying
mgmt. accounting for engineers
introduction to computing
business admin. 1C

3rd year: quantities 3
building construction 3
specification
building services
building economics 1
mercantile law
professional communication

4th year: quantities 4
building construction 4
building economics 2
building mgmt. (special)
treatise research

5th year: quantities 5
project admin. & procedure
professional practice
building economics 3
treatise

Public Accountants' and Auditors' Board

The Public Accountants' and Auditors' Board (P.A.A.B.) oversees accountants and auditors in South Africa and derives its powers from the Public Accountants' and Auditors' Act of 1951. The P.A.A.B. is composed of members from government bodies, universities, and from each of the Societies of Chartered Accountants. It regulates service under the articles of clerkship, sets the exams for articled clerks and others, and prescribes which academic qualifications and other experiences can be used as exemptions from the clerkship and exam requirements.

Persons who wish to become registered accountants and/or auditors and

who present no academic or other qualification for exemption must (1) have the Senior Certificate including math with either full or conditional Matriculation Exemption; (2) serve five years as an articled clerk; and (3) pass the exam set by the P.A.A.B. Under the 1951 act this exam is administered by the South Africa Accountants' Societies General Examining Board. The exam is given once a year, and in order to be eligible for it a person must have finished the clerkship.

The exam consists of three 4-hour papers: Advanced Accounting, Paper I; Advanced Accounting, Paper II; and Auditing. The P.A.A.B. publishes syllabuses for each of these papers. New syllabuses were drawn up in 1980. To pass the exam a candidate must (1) obtain a 50% aggregate on the three papers and (2) get at least 50% on each of the advanced accounting papers, and 40% on the auditing paper.

The P.A.A.B. also oversees the special examination in the Law of the Republic. This includes mercantile, company, and income tax law.

Once persons are registered as accountants, they may use the following designations (as appropriate) after their names: Accountant, Accountant and Auditor, Auditor, Public Accountant, Public Accountant and Auditor, Registered Accountant and Auditor, A.C.M.A./F.C.M.A. (for Associate/Fellow of the Institute of Cost and Management Accountants), Chartered Secretary/A.C.I.S./F.C.I.S. (for members of the Chartered Institute of Secretaries), Incorporated Secretary/A.C.C.S./F.C.C.S. (for members of the Corporation of Secretaries).

The P.A.A.B. grants exemptions from some requirements of the clerkship and examination to holders of the following qualifications: a diploma in the accountancy branch of the Institute of Administration and Commerce of South Africa; the Certificate in the Theory of Accountancy from a South African university; the Higher Diploma in Accountancy or the Bachelor of Accountancy from the University of the Witwatersrand.

The Certificate in the Theory of Accountancy (C.T.A.) generally represents more study than the Bachelor of Accounting. At Orange Free State, Port Elizabeth, and the Rand Afrikaans University, the C.T.A. is awarded upon completion of a year of study beyond the B.Acc./B.Com.(Acc.). The course of study is four years at Cape Town, Port Elizabeth, and Rhodes, and five years at other universities. Below are the curricula from Port Elizabeth and Orange Free State:

University of Port Elizabeth	*University of the Orange Free State*
first year	
accounting	accounting
business economics	business economics
economics	economics
commercial law	commercial law
company law	statistics
math for economists	
elements of the theory of finance	
second year	
accounting	accounting
macro- or micro-economics	economics

business economics (or production management)	business economics
commercial law	commercial law
company law	
electronic data processing	
statistics	
third year	
accounting	accounting
auditing	administration of estates
cost & management accounting	business data processing
income tax	income tax
fourth year	
accounting	accounting
auditing	auditing
cost & management accounting	commercial law
income tax	economics
accounts of executors, liquidators and trustees	business economics
fifth year	
	accounting
	auditing
	income tax

Adult Education

Organized adult education had its beginnings around 1900. In the 1950s a Division for Adult Education was created within the Department of Education, Arts and Sciences (the predecessor to the present Department of National Education). At present, adult education for each population group is controlled by the state education department responsible for that group. Universities have also been involved in adult education. For example, since 1952 the University of Cape Town has had a Board of Extra-Mural Studies.

Adult education has many facets: basic literacy (especially for Blacks), study to earn primary and secondary qualifications, study to improve teacher qualifications, part-time study for diplomas and degrees at universities and technikons, as well as courses and lectures which carry no academic credit. Much of the study is accomplished through correspondence colleges, which since 1965 have been required to be registered with the government.

Beginning in 1975 the government began organizing Adult Education Centres for Blacks. They are financed by the government but staffed and operated by private organizations. The courses range from basic literacy up through preparation for the Senior Certificate exam. Many teachers who have not earned the Senior Certificate are enrolled in courses at these centers in order to improve their own academic background.

Various other facilities are used for adult education, including camps in the summertime. In the area around Johannesburg the government has provided several industrial trade centers for male Black pupils in the junior secondary phase. These are open to adults for training after hours and on weekends.

Chapter Eight

Education in Southwest Africa/Namibia

Formal education in Southwest Africa/Namibia began in 1894, when 11 pupils were gathered together for instruction in Windhoek. By 1906 some type of compulsory education for Windhoek and environs had been introduced. In 1920 the South African government took over education in the country, and from that time until 1978 the education system in the territory followed that of South Africa. There was one major exception to the Senior Certificate examination requirements—German could be used in place of either English or Afrikaans as one of the languages to meet the official language requirement. (See the sections on this examination in Chapters Three and Four.) Starting in 1978 with the territory's move towards independence, the education system has begun to undergo a modification and no longer matches the South African system exactly. However, it is still too early to tell what exact changes will result from this modification process, and at present students can be evaluated by the same standards that are applied to those from South Africa.

Until 1979 there was no form of post-secondary education in Namibia. In that year a teacher training college for the training of pre-primary and primary school teachers opened.

Because the original White settlers in Namibia were German, there was some dissatisfaction with the South African-type education system, and with the fact that German was merely a subject and not the language of instruction in the higher Standards. As a result, in 1922 the Windhoek School Union established a private school in Windhoek with instruction in German for the Standards in which English and Afrikaans were used as the language of instruction in the government schools. The school is now known as the Deutsche Höhere Privatschule Windhoek. From 1929 until 1940, pupils at this school could take the German Abitur. The Abitur was resumed in 1962, but the school's curriculum was no longer designed to meet the Abitur requirements. The 12 years of schooling by then conformed to the South African curriculum. Pupils were prepared for the Cape Province Senior Certificate examinations, as were White pupils at other schools in Namibia. Pupils wishing to take the Abitur since 1962 have had to apply for entrance into the school's 13th year, which is specifically designed to prepare for the exam. Enrollment is limited to students who show promise of good performance on the exam.

In 1976 Coloured and Black school enrollment showed a similar distribution to that of Coloured and Black enrollment in South Africa. Coloured school enrollment in Sub-standard A was 17.0% (4,692) and in Standard 10, 0.2% (66); Black enrollment in Sub-standard A was 30.4% (42,443) and in Standard 10, 0.05% (94). Total Coloured school enrollment in 1976 was 27,618 and total Black enrollment, 139,602. See Table 2 in Chapter One to compare the South African enrollment figures.

For further information on education in Namibia, consult the description of education in South Africa in Chapters One, Two, and Three. Whenever the description there refers to provincial control/administration, that reference also applies to Namibia until 1978. When Namibia was under South African mandate, it was treated administratively as a fifth province.

Chapter Nine

Special Considerations and Placement

Suggestions for Admissions Officers

The following information pertains to students from South Africa, its "homelands," and Southwest Africa/Namibia.

Ability to Use English. Even though English is an official language in these countries, it cannot be assumed that all students speak English well enough to function in an American classroom. In order to determine which students should be required to submit evidence of English proficiency, the student's Senior Certificate or other school subject statement can be examined to see what level of English was taken. If "English as a First Language (Higher Grade)" is indicated and the student received a grade above 40%, then that student can be assumed to be proficient in English. There may still be a problem in adjusting to the American accent; however, that will usually take just a short time. Other students should be required to take a standardized English test.

Any student who needs work in English should be notified of that fact immediately. It is possible for students from South Africa to obtain bursaries and other types of financial aid for English language training, as long as those who are providing the aid are made aware of this at an early stage in the application process.

Differing Standards Among Schools. As is true in all countries, the schools in South Africa are not completely uniform in quality. Because of the segregation policies of these countries, in many cases Non-White students do not receive the same quality education as Whites. (In Chapter One see, "Historical Sketch of Education," "School Facilities and Services," and "Educational Facts.") This is not to say that the education of all Non-White students is inferior to that of Whites. However, American institutions should expect that Blacks and Coloureds will have more difficulty than Whites in adjusting to the American system.

Adjustment to the United States. Many South African students (especially from the English-speaking community) have the attitude that almost no work has to be done until the end of the term, which at some universities and schools means the end of the academic year. The pressure to study early in

the term, which exists at American institutions, is something that South Africans have to learn to cope with.

"Good" and "Poor" University Students. These are subjective valuations. However, there is considerable agreement among educators in the various universities that a "good" student is one who gets through the bachelor's degree curriculum with a maximum of one failure.

Degree Courses Versus University Diploma Courses. Although South Africa makes a tremendous distinction between these two types of programs at the undergraduate level, it is more legal than academic. Entrance requirements for undergraduate degrees and diplomas do differ. But many times the only distinction between the degree and diploma courses is in the entrance requirement. Students receive diplomas for doing the same quality work as their degree-seeking counterparts. However, South African universities cannot legally grant bachelor's degrees to persons who have not met the official entrance requirements for a degree program as set forth by the Joint Matriculation Board.

It may not be clear from a diploma whether it is undergraduate (called "non-graduate" in South Africa) or post-graduate. In such cases it is best to write to the university registrar concerned for further information. In dealing with diplomas, it is advisable to look at the reverse side of the document because the requirements for the program of study often will be listed on the back of the diploma.

National Diplomas and Certificates. As of 1979, there was no general "equation" formula in South Africa between coursework for National Diplomas and Certificates and coursework for degrees. (See the section in Chapter Five on the comparison of technikons and universities for some sample conversions.) However, ongoing discussions concerning the mutual recognition of courses at technikons, teacher training colleges, and universities will undoubtedly produce such conversion parameters for the 1980s. The authenticity of National Diplomas and Certificates can be verified by writing to the Secretary for National Education, Examinations Section, Private Bag X110, Pretoria 0001, Republic of South Africa.

University Transcripts. South African university transcripts are handled differently from U.S. transcripts in several ways:

Language of Transcript—Consult the University Fact Sheets in Chapter Four for the medium of instruction. If the medium of instruction is other than English only, then the transcript should be requested in English, and it will be provided.

Issuance of Transcripts—South African students cannot receive their own transcripts, but they can request that the transcripts be sent to other universities. Additionally, universities may request a student's transcript. Documents issued to students directly do not show the complete record: they will not include courses which were failed or courses for which a

student could not receive credit because certain minimum requirements were not met in a given year. A university document which the student has obtained should be examined carefully for a notation such as "Certificate of Courses Passed." There is no guarantee that this type of document reflects the student's complete academic record. When a transcript is requested, the request should specifically include the following two items: actual percentage grades instead of letter symbols/class of passes; and a specific statement as to whether any courses have been retaken and under what conditions. Consult the University Fact Sheets in Chapter Four for some information on transcripts at each university, especially if the document received has only letter symbols. Only grades of 50% or better are passing, and this is not always apparent from letter symbols.

Non-Availability of Transcripts—As in the United States, transcripts can be withheld for non-payment of university funds. Also, universities will not issue a transcript if the student is no longer classified as "being in good conduct." In 1976, academic records at the University of Zululand were destroyed by fire. It is possible that some students from that university will not have any academic records; however, it cannot be assumed that this is true, and a check with the university itself should be made. Universities which were at one time part of the University of South Africa (UNISA) do not maintain academic records for students who attended during that time. Those records are maintained by UNISA in Pretoria.

The University of South Africa. This is a correspondence university of high standard. Students with UNISA degrees/diplomas should not be considered to have an inferior education.

Agricultural Colleges. Although many students enter these colleges after completing Standard 10, no advanced standing should be granted, as the course content is not tertiary.

Medical Practitioners. The entry-level professional qualification is the Bachelor of Medicine-Bachelor of Surgery or straight Bachelor of Medicine. The Doctor of Medicine is an advanced degree in South Africa and should not be equated with the U.S. Doctor of Medicine.

Legal Profession Degrees. There are two categories of private legal professionals in South Africa—advocates and attorneys. Each category has its own range of jobs and its own entry-level professional degree: the Baccalaureus Procurationis and the Bachelor of Laws, respectively. The Bachelor of Laws is comparable to the U.S. Doctor of Jurisprudence.

Doctorates. Some universities award doctorates without requiring the student to first enroll in a master's program.

[AUTHOR'S NOTE: In using the *Commonwealth Universities Yearbook*, the author found that he and his South African advisors and sources disagreed with some factual information as it was presented by the Yearbook.]

Placement Recommendations

[AUTHOR'S NOTE: The placement recommendations should be used in conjunction with the appropriate sections of the text. The recommendations are based upon the degree/diploma/certificate earned. Quality clues have been included in the text, including the latter sections of Chapter One.]

The placement recommendations were approved by the National Council on the Evaluation of Foreign Educational Credentials, August 6-7, 1979. For further explanation of the role of the Council, see pp. 255-256.

Educational Background of Students from South Africa	Placement Recommendations for U.S. Admissions Officers
A. Primary and Secondary Levels	
1. Persons who have completed less than the Senior Certificate, including holders of the Primary School Leaving Certificate/Higher Primary Certificate (pp. 3, 14) and the Junior Certificate (pp. 3, 20, 94)	may be placed in primary or secondary school on a year-for-year basis.*
2. Holders of the Senior Certificate; Senior Certificate with Matriculation Exemption; or Matriculation Certificate of the Joint Matriculation Board (pp. 20-27, 30, 33-35, 94, 100-101)	may be considered for freshman admission.
B. Pre-Tertiary Technical Level†	
1. Holders of documents of training from various South African government departments (pp. 100-101) have completed in-service training which cannot be guaranteed to be tertiary, except as specifically noted elsewhere in these placement recommendations; they	may be placed in secondary or tertiary institutions based upon their previous academic education.
2. Holders of National Certificates‡ (e.g., those in Ladies Hairdressing and	may be placed in secondary school on a course-by-course basis.

*For Black students who entered secondary school prior to 1976, this statement is not quite correct. These students actually completed an extra year of primary education before entering Form I. For purposes of secondary placement, Form I, etc., should be considered equal to Standard 6, etc., under the new system. For purposes of elementary placement, Black students should be placed one year behind other students from South Africa. (See page 4.)

†The term "technical" as used in these recommendations and in the text encompasses a wider range of vocation/job categories than might be at first supposed. Secretaries, hairdressers, medical technologists, farmers, public health inspectors, bricklayers, carpenters, etc., are all included under technical education by virtue of the fact that they are issued qualifications from the Department of National Education.

‡This recommendation refers to a pre-tertiary certificate. Note there are also National Certificates that are tertiary.

Educational Background of Students from South Africa	Placement Recommendations for U.S. Admissions Officers
Beauty Culture) have completed technical training beyond the primary level (p. 94), and	
3. Holders of the National Technical Certificate, Parts 1, 2, or 3, (pp. 93-94) have completed one to three years of technical study beyond Standard 7, and	may be placed in secondary school on a course-by-course basis.
4. Holders of the National Technical Certificate, Part 3, who have also passed at least two academic subjects of the Senior Certificate Examination which do not duplicate National Technical Certificate subjects,	may be considered for freshman admission.
5. Holders of the Diploma in Agriculture from the Department of Agricultural Technical Services (p. 100) have completed two years of technical training beyond Standard 8. If they have also passed at least two academic subjects of the Senior Certificate Exam which do not duplicate the Diploma subjects, they	may be considered for freshman admission without advanced standing.
C. Tertiary Technical Level*	
1. Holders of statements of subject successes (pp. 95, 110), e.g., Results in Subjects, and Subject Certificate Forms, issued by the technikons, have completed tertiary-level technical training, and	may be considered for undergraduate admission (assuming the student holds the Senior Certificate) with transfer credit determined on a course-by-course basis.
2. Holders of Intermediate Diplomas for Technicians, National Certificates, National Diplomas, and National Higher Diplomas have completed technical training beyond the secondary level (pp. 94-97, 112, 113, 131-133), and	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
3. Holders of certificates issued by professional bodies (p. 100) have completed tertiary-level technical training, and	may be considered for undergraduate admission with transfer credit determined by a review of the syllabus.
4. Holders of the Diploma in Forestry (pp. 100, 114) have completed tertiary-level training, and	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.

*See the note at the beginning of Section B regarding the definition of "technical."

Educational Background of Students from South Africa	Placement Recommendations for U.S. Admissions Officers
D. Teacher Training/Secondary Level Programs	
1. Holders of the Lower Primary Teachers' Certificate from the Department of Education and Training (pp. 119, 120)	may be placed in Grade 12 of a U.S. high school.
2. Holders of the Lower Primary Teachers' Certificate from the Administration of Coloured Affairs; or the Intermediate Primary Teachers' Certificate (p. 120)	may be considered for freshman admission.
3. Holders of the Higher Primary Teachers' Certificate (pp. 120, 121); or the Primary Teachers' Certificate, both from the Department of Education and Training (pp. 119, 120)	may be considered for freshman admission.
E. Teacher Training/Tertiary Level Programs	
1. One-year Program: Holders of the Adaptation Classes Teachers' Diploma (p. 124)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
2. Two-year Programs: Holders of the Primary Teachers' Certificate from the Administration of Coloured Affairs (p. 120); Junior Secondary Teachers' Certificate (pp. 124, 125); South African Teachers' Diploma (p. 124); Lower Primary Teachers' Certificate: Special (p. 120)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
3. Three-year (Primary) Programs: Holders of the Pre-Primary Teachers' Diploma (p. 117); Pre- and Junior Primary Education Diploma (p. 117); Primary Teachers' Diploma (Course B) (p. 117); Diploma in Education (Senior Primary and Junior Primary) (p. 120); Senior Primary Education Diploma (pp. 120, 121-122); Primary Teachers' Diploma (p. 120); Junior Secondary Education Diploma (p. 125)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.

Educational Background of Students from South Africa	Placement Recommendations for U.S. Admissions Officers
4. Three-year (Secondary) Programs: Holders of the Senior Secondary Teachers' Certificate (pp. 123-125); Higher Secondary Teachers' Diploma (p. 124); Lower Secondary Teachers' Diploma (p. 124); Secondary Teachers' Diploma (Non-Grad) (p. 124) Licentiate in Music (pp. 126, 127)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
F. Teacher Training/Graduate Education	
1. Holders of the Higher Diploma in Education (Pre-Primary Specialisation) (pp. 117-118); Higher Diploma in Education (p. 120); Specialisation Diploma (Handicapped) (p. 120)	may be considered for graduate admission.
2. Holders of the Bachelor of Education (pp. 126, 127)	may be considered for graduate admission
3. Holders of the Higher Diploma in Education (Post-Graduate) (pp. 126, 127); Secondary Teachers' Diploma (p. 124); and all further University diplomas in Education mentioned on pp. 121-127, except music qualifications	may be considered for graduate admission with no advanced standing.
4. Holders of the Master of Education (pp. 126, 127-128)	may be considered to have a degree comparable to a master's degree in the United States.
5. Holders of a Ph.D. (pp. 126, 127, 128)	may be considered to have a degree comparable to a Ph.D. in the United States.
6. Holders of a D.Ed. (pp. 126, 127, 128)	may be considered to have a degree comparable to a U.S. earned doctorate in education or to have a title conferred in recognition of published scholarly research independently pursued. Such degrees should always be evaluated on an individual basis with particular attention to plan of study, quality of thesis, and the time requirement to earn the degree.

Educational Background of Students from South Africa	Placement Recommendations for U.S. Admissions Officers
G. University Undergraduate Study	
1. Holders of undergraduate diplomas, e.g., Diploma in Social Work, (pp. 42-43) have completed some university training, and	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
2. Holders of those three-year diplomas whose syllabuses are identical with the three-year bachelor's degree (pp. 42-43)	may be considered for admission to a program of studies of approximately 30 semester hours leading toward matriculation at the graduate level.
3. Holders of three-year bachelor's degrees in arts, science, and commerce (pp. 36-39) have completed three years of university education, and	may be considered for admission to a program of studies of approximately 30 semester hours leading toward matriculation at the graduate level.
4. Holders of bachelor's degrees other than those mentioned above (pp. 36-38) and holders of honours degrees (pp. 43-44) have completed four or more years of university education, and	may be considered for admission to graduate study with no advanced standing.
H. University Post-Graduate Study	
1. Holders of graduate diplomas, e.g., Higher Diploma in Librarianship, which require only a three-year bachelor's degree for admission	may be considered for admission to graduate study with no advanced standing.
2. Holders of graduate diplomas which require a bachelor's degree of four or more years for admission	may be considered for admission to graduate study with possible advanced standing.
3. Holders of Master's degrees (p. 44)	may be considered to have a degree comparable to a master's degree in the United States.
4. Holders of a Ph.D. (pp. 44-45)	may be considered to have a degree comparable to a Ph.D. in the United States.
5. Holders of all other doctorates (p. 45)	may be considered to have a degree comparable to a U.S. earned doctorate or may be considered to hold a title conferred in recognition of published scholarly research independently pursued. Such degrees should always be evaluated on an individual basis with particular attention to plan of study, quality of thesis, and time requirement to earn the degree.

Educational Background of Students from South Africa	Placement Recommendations for U.S. Admissions Officers
I. Non-Degree Professional Qualifications	
All of the following qualifications are given by professional associations.	
1. Those who have passed the South African Medical & Dental Council Examination in Radiography (p. 132) have completed training equivalent to that of holders of the National Diploma in Radiography (p. 105), and	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
2. Those who hold the qualification of enrolled nursing assistant (p. 133) have completed 100 days of training beyond Standard 6, and	do not hold an academic qualification. May be placed according to prior education.
3. Those who hold the qualification of enrolled nurse have completed two years of training beyond Standard 8* (pp. 133-134)	may not be considered for undergraduate admission based on this credential alone.
4. Holders of the Diploma in General Nursing for Registration as a General Nurse (p. 134) have completed three years of training;	if otherwise eligible for admission, may be considered for undergraduate admission on the same basis as for graduates of hospital schools of nursing in the United States.
5. Holders of various specialized non-university nursing diplomas, e.g., Diploma in Midwifery (pp. 135-136), have completed training beyond that of the enrolled nurse or general nurse, and	may be considered for placement based on their previous academic education.
6. Holders of the Diploma in Pharmacy of the South African Pharmacy Board (pp. 136-137) have completed four years of tertiary level training, and	may be considered for admission to graduate study.
7. Holders of the Certificate in the Theory of Accountancy (p. 142) have completed four or five years of tertiary-level training, and	may be considered for admission to graduate study without advanced standing.
8. Holders of diplomas and certificates from seminaries and bible institutes (p. 101) have completed a minimum of one year of training following upon secondary school, and	if otherwise eligible for admission, may be considered for transfer credit on the same basis as students from U.S. seminaries and bible institutes.
9. Holders of the Public Service Law Certificate, the Diploma Juris, the Public Service Senior Law Certificate, and the Diploma Legum (pp. 137, 139)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.

*See p. 23 that describes Senior Certificate subjects and their use to supplement other credentials.

Section II:

Botswana, Lesotho, Swaziland

Chapter One

Introduction

Educational Overview

Historically, the three countries of Botswana, Lesotho and Swaziland have had a traditionally British-style formal education system. The three were British Protectorates from the mid-1880s until the 1960s. Currently, though very different geographically and politically, they have similar education systems directly attributable to the British influence of the past. Because each of the countries has a small population and is located in close proximity to the other, all shared until recently many educational structures—e.g., a common examinations board and a common university. Though all three countries border on the Republic of South Africa and are economically dependent upon it, their education systems reflect little of the South African education system. In some cases, segments of their systems have developed in opposition to South African educational policies. The geo-political situation of the three countries has encouraged the influx of a great deal of external financial aid, much of which is for educational development. Hence, there are multinational characteristics apparent in some of the developing educational structures.

Expansion of the formal education systems, a growing need for literacy and for vocational and technical training outside the normal academic setting, a lack of local teachers and facilities, and, above all, a lack of financial resources cause grave concern to educators in all three countries. Each country wrestles with language problems because English is the medium of instruction in the education system, but English is not the first language of the people.

Botswana. The Republic of Botswana is about the size of Texas (568,580 sq km) with a population of 735,000. It is a sparsely populated, flat land dominated by the Kalahari Desert. Traditionally, the people of the land (the Batswana) were cattle-raisers, who lived in self-sufficient communities under chiefs. They settled on the edges of the country, and there was no center of population or major city until approximately 10 years ago when Gaborone, the capital, was established. Their primary language is SetSwana. In the 1860s, under the influence of Christian missionaries, the people requested British protection, and the land became the Bechuanaland Protectorate. Independence was gained in 1966. While Botswana is basically an agricultural country, newly discovered mineral resources and large diamond mines have provided new resources for economic development. Education is compulsory through Grade 7. Many of the schools are administered by church missions. Government or government-aided schools are growing in number. The central government pays teachers' salaries and is responsible for setting and administering the syllabuses. The government spends 6.2% (1974 estimate) of its total budget on education.

Lesotho. The small (30,333 sq km) Kingdom of Lesotho is a mountainous, land-locked area, completely surrounded by South Africa. It has a population of 1,016,000. Known as Basutoland under the British, Lesotho became an independent member of the British Commonwealth in 1966. The Basutho people were and still are primarily herders. There is relatively little agricultural production in the country. The primary language is SeSotho. Much of the population lives in small family units far distant from their neighbors. This diffuse population has made it difficult to establish centrally located schools. Much of the formal education system is still run by missions, even though the state has been involved in education since the 1920s. Education is not compulsory because the government lacks the resources to finance it fully. The government spends 21.6% (1974 estimate) of its total budget on education.

Swaziland. The tiny (17,363 sq km) Kingdom of Swaziland is land-locked and surrounded by South Africa except on a part of its eastern boundary which adjoins the People's Republic of Mozambique. It has a population of about 500,000. This multiregional country is very fertile and displays all types of geographic formations from mountains to plains. It obtained independence in 1968. SeSwati is the official language, along with English. The traditionally oriented Swazis live in small independent family units. They are primarily agriculturalists. While there is no compulsory education in Swaziland, there is a stated desire to provide as much basic education as can be afforded. The government spends 17% (1972 estimate) of its total budget on education.

General Structure of Education

The general system of academic education in Botswana, Lesotho, and Swaziland consists of seven years of elementary school, three years of junior

secondary, and two years of higher secondary school, and leads to the Cambridge Overseas School Certificate at the Ordinary level. In all three countries there are very high drop-out rates throughout elementary and secondary school. There are insufficient resources to provide enough secondary schools and to provide alternate education or training for those who do not complete elementary or secondary school.

There are vocational, agricultural, and teacher training schools at the secondary and/or higher education levels in each of the three countries. However, in each case, they are not preparing a sufficient number of students to meet the manpower needs of the country. Each country has one institution of higher learning: the University College of Botswana, the University College of Swaziland, and the National University of Lesotho. The universities are very small and do not have the facilities or staff to educate enough students to meet the countries' needs. Therefore, the development of more formal and informal education is a priority in Botswana, Lesotho, and Swaziland. The educational structure is shown in Table 1.

Table 1

Structure of Education in Botswana, Lesotho, and Swaziland

1 2 3 4 5 6 7	8 9 10 11 12	13 14 15 16
Primary (Grades 1-7)	Secondary (Forms I-V)*	Tertiary
	A B C D E	F G H

A. Primary School Leaving Certificate (Botswana, Lesotho); Swaziland Primary Certificate
B. Junior Certificate (J.C.)
C. Primary Teachers' Certificate
D. Certificate in Agricultural Subjects
E. Cambridge Overseas School Certificate (C.O.S.C.)
F. Diploma in Agricultural Subjects
G. Diploma in Education
H. Bachelor's Degree

*Forms A-E in Lesotho.

NOTE: See Table 6, Chapter Six, for a chart of teacher training in Botswana, Lesotho, and Swaziland.

Chapter Two

Primary Education

Pre-Primary

There are very few pre-primary or nursery schools in Botswana, Lesotho, or Swaziland. For example, there is only one in Maseru, the capital of Lesotho. Virtually all pre-primary schools are privately operated and therefore enroll only a very small percentage of Southern African children.

Primary Education

Primary education in all three countries is a seven-year course of study. All children attend similar comprehensive schools and study a core of general education subjects in these academically oriented schools.

Children usually begin school at age 6 or 7, though it is not unusual to see much older children, and even some adults, in the classrooms. Having children outside the normal age range in primary school does not occur as frequently as it did when Western-style formal education was first introduced into these countries, but it is not regarded as a problem by either students or teachers.

In the early grades of elementary school, the Bantu mother tongues are used as the medium of instruction. Everywhere the transfer to English is done as quickly as possible, in either the third or fourth year of schooling. The native language is then taught as a school subject.

All elementary schooling ends with a standardized examination which is one of the criteria (usually the most important) used for admission into secondary schools. However, since there is a shortage of secondary school places, passing the primary school leaving certificate examinations does not automatically admit students into secondary schools. There are often review committees which not only consider secondary admission of students but which actually place the students in secondary schools.

Primary schooling varies vastly from area to area. Schools in rural areas may be considerably different from those in urban areas. The level of sophistication of the staffs of primary schools in small communities will vary from those in larger, more developed areas. All three countries suffer from an acute shortage of qualified teachers. As the expansion of education continues, the use of unqualified teachers will—of necessity—also grow.

Botswana. Primary education is compulsory in Botswana, though due to a lack of facilities this is not always possible to enforce. A very modest fee (approximately $3 per year) is charged. The seven years of primary school are called Standards 1-7. SetSwana is the medium of instruction in Standards 1 and 2. English is introduced in Standard 3 as the medium of instruction. In contrast to the other two countries, entrance is limited to children aged 6 to 8.

Since 1966, responsibility for primary education has been vested in the local authorities. The schools are maintained by district councils, and many schools and classrooms have been built through self-help projects. While there is a dependence on many expatriate[1] teachers, at the primary level 87% of the teachers are Batswana. The Ministry of Education is responsible for setting professional standards as well as curriculum development and examinations.

The core courses taught throughout primary school are English, SetSwana, mathematics, sciences, and social studies. In some schools, agriculture and home economics courses are added in Standard 6. Arts and crafts, needlework, scripture, religious knowledge, and health care are also available. The examination which terminates the basic cycle of education is the Primary School Leaving Certificate (P.S.L.C.) Examination administered by the Ministry of Education. Only 25% of the P.S.L.C. candidates find a place in secondary schools. The P.S.L.C. tests four subject areas: English, mathematics, SetSwana, and general knowledge. Though the individual exams are marked, only a single letter grade (A, B, C, or D), based on an aggregate mark which does not include SetSwana, is released to the candidate and to secondary schools. No letter grade is released for the individual subjects examined.

Lesotho. Primary education, which is not compulsory in Lesotho, is seven years in length and the grades are called Standards 1 through 7. The seven-year primary school system was introduced in 1967. Prior to that date, there existed an eight-year primary system, beginning with Grades A and B and continuing through Standards 1-6. A tuition fee is charged. Only 12% of those who enter Standard 1 complete Standard 7. Most of the elementary schools are operated by religious missions. The Ministry of Education has authority over syllabuses and examinations. The government gives what aid it can to individual schools, often in the form of subsidizing the salaries of some of the teachers.

The basis of the curriculum in primary school is mathematics, SeSotho, English, science, and social science. Gardening, handiwork, needlework, and physical training, as well as art, music, handwriting, and religious knowledge, are also offered. The medium of instruction through Standard 3 is SeSotho, and English is taught only as a school subject. In Standard 4, English is used whenever possible, and from Standard 5, English is the medium of instruction with SeSotho being taught as a subject. Standard 7 examinations (Primary School Leaving Examinations) are administered by

1. See Glossary.

the Ministry of Education. In 1977, 61% of the students who enrolled for the examination passed.

Swaziland. Primary education is neither compulsory nor free in Swaziland. (There is a target date of 1985 for compulsory, free primary education.) Primary education operates on a seven-year basic cycle. The first two years are called Grades 1 and 2, and the next five years are called Standards 1-5.

The Ministry of Education has authority over the syllabuses, examinations, some in-service teacher training, and teachers' salaries. The Permanent Secretary is in charge of schools. Local districts and communities assist in providing school facilities and funding. Much work is being done to change the orientation of the curriculum from a totally academic one to a more useful one which is applicable to Swazi life. A Primary Curriculum Unit of the Ministry of Education has been working on curriculum change since 1974.

SiSwati is the medium of instruction until Standard 2 when it is replaced by English. At that point, Zulu, as well as SiSwati, is introduced as a subject. The core courses offered are mathematics, SiSwati, English, science, and social science. Agriculture, home economics, physical education, and developmental studies are also offered in some schools. The students culminate their seven years of primary school by taking the Swaziland Primary Certificate Examination. In 1977, 75% of the students who took the exam passed. There is a high drop-out rate in all primary schools. (See Document 1, Swaziland Primary Certificate.)

MINISTRY OF EDUCATION SWAZILAND

SWAZILAND PRIMARY CERTIFICATE

This is to certify that

sat the Swaziland Primary Certificate Examination

at *in the year 19*

and passed in the *Class*

Date

PERMANENT SECRETARY

The Certificate is issued without alteration. Should it be lost no duplicate certificate can be issued.

Document 1. Swaziland Primary Certificate

Chapter Three

Secondary Education

Overview

Secondary education in Botswana, Lesotho, and Swaziland is a five year post-primary sequence. The entire system has been geared to the ultimate goal of obtaining a seat in a university. (In fact, not more than one percent of any generation of pupils entering primary school enters the university.) Selective entrance into secondary education is determined by successful completion of a primary school leaving examination, and the number of seats available in secondary school. Secondary education is neither free nor compulsory.

All secondary schools are comprehensive and until recently offered almost no practical education. There are now some optional vocational courses being offered within some of the comprehensive schools. This change has come about (despite a bias against vocational education left over from pre-independence days) because the three developing countries are aware that more practical education will better prepare the school-leavers for employment and for improving the quality of life. (For more information on the vocational/technical training being offered at the secondary level, see Chapter Six and the sample secondary curriculum which follows.)

The first three years, Forms I-III, are called junior secondary and lead to the Junior Certificate (J.C.) Examination which has been administered by the Examinations Council of Botswana, Lesotho, and Swaziland. The last two years, Forms IV-V, are called senior secondary or high school and lead to the Cambridge Overseas School Certificate (C.O.S.C.) Examinations at the Ordinary (O) level or its equivalent. In the three countries, only three secondary schools offer a Sixth Form, or higher secondary, leading to Advanced (A) level examinations. These A-level courses are not considered a part of the secondary school systems. (See Chapter Four for more information about the external examinations.)

Most students terminate their studies at the end of Form III with the Junior Certificate (J.C.), the most common entry-level qualification for employment in the three countries. Therefore, educators increasingly feel that the junior secondary curriculum is vital for preparing their citizens. Not only are the syllabuses for Forms I-III undergoing change, but so also are the J.C. examinations. The syllabuses for Forms I-III have been unrelated to the syllabuses

for Forms IV and V. (For example, though math is taught in all five years, the math in Forms I-III is not necessarily skill-related to that taught in Forms IV and V.) Hence, the students have had to cram the entire syllabus for the Cambridge O-level examinations into their last two years of study. Work is being done to try to coordinate the syllabuses of the two different levels.

An example of the junior secondary school curriculum (Forms I-III) in Botswana is given in Table 2. Because the curricula in all three countries are similar, the one for Botswana can serve as an example for all. The curriculum, which leads to the Junior Certificate, is based on seven subjects a year, with forty 40-minute periods each week.

Table 2

Curriculum for Forms I, II, and III Leading to the Junior Certificate

Subject	Recommended Periods
English	9
Integrated Science	8 (These form the core subjects.)
Mathematics	7
SetSwana/French	4
Development Studies	4
Geography	4 (Only two of these are studied by a student.)
History	4
Agricultural Studies	4
Typing, Bookkeeping, etc.	4 (Only one practical subject is studied by a student.)
Domestic Science	4
Woodwork	4

In order to comply with the regulations set by the Cambridge Syndicate for the Cambridge Overseas School Certificate Examinations, the Ministry of Education recommends the arts curriculum shown in Table 3. This senior secondary (Forms IV and V) curriculum fully satisfies the Cambridge regulations; it is based on eight subjects a year with 40 periods per week. The Cambridge science curriculum for Forms IV and V consists of seven subjects requiring 40 periods per week. See Table 4.

Extracurricular activities, such as sports and clubs, occur after the school day. Most schools provide some study periods within the school day for preparation of homework. Fees are charged for tuition and books in all schools. Many of the schools provide boarding facilities for the students.

Because there is a severe shortage of qualified secondary teachers, Botswana, Lesotho, and Swaziland all rely heavily on expatriate teachers. Though this practice is often economical for the educational systems, because many of the teachers are supplied by foreign nations (e.g., the United States supplies teachers through the Peace Corps), it does not provide the needed continuity or the needed cultural understanding of the pupils in the educational systems. In many areas, two-thirds of the secondary school teachers are expatriate.

Table 3

Cambridge Arts Curriculum for Forms IV and V

Subject	Group*	Periods per Week
English Language	I	5
English Literature	II	4
Mathematics	IV	7
Biology	V	–
SetSwana	III	5 (Only one sub-
French	III	ject is studied.)
Development Studies	II	4/5 (Only two
Geography	II	subjects are
History	II	studied.)
A practical subject	VI	5 (Only one
A practical subject	VII	subject is
Agricultural Science	V	studied.)

*For further explanation of groups, see Chapter Four.

Table 4

Cambridge Science Curriculum for Forms IV and V

Subject	Group*	Periods per Week
English Language	I	5
Mathematics	IV	7
Biology	V	5/6
Physical Science†	V	8
SetSwana	III	5 (Only one sub-
French	III	ject is studied.)
English Literature	II	5 (Only one
Geography	II	subject is
History	II	studied.)
Development Studies	II	
A practical subject	VI	5 (Only one
A practical subject	VII	subject is
Agricultural Science	V	studied.)

*For further explanation of groups, see Chapter Four.

†Where students have outstanding ability in physical science (natural science in the United States), they may be prepared for the separate examinations in physics and chemistry. Two extra periods a week are arranged for such pupils.

The aim of the secondary school is preparation of the students for successful completion of the Junior Certificate Examination and the Cambridge Overseas School Certificate Examination, Ordinary level. The courses in the schools support this objective. Promotion from one year to the next is based on final exams and on overall evaluation of the student's work during the year. However, there are no consistent grading policies from school to school. The grading standards are set for each school by the principal, the teachers, and, in some cases, the community. Results of secondary school work are available from the schools. The results do not indicate specifically how much of the syllabus is covered in each subject by the end of each Form. They do indicate each subject studied by the student, and this is often valuable information, since students do not take examinations in all subjects that they have studied when they sit for the J.C. and C.O.S.C. Examinations. Staffing patterns and the locations of the schools also affect the internal grading results.

All secondary teachers are supposed to be trained at the post-secondary level. The pragmatic aspect of securing enough teachers for all the classrooms does not always permit this standard to be reached. Geographic location also plays an important role. It is often difficult to persuade teachers to go to remote areas or to areas which may not have electricity, water, etc., in the schools. The inability to attract qualified teachers for certain subjects affects which courses are offered. Students often cannot take subjects because they are simply not available. Obviously, all these factors become important in the student's selection of courses and in performance on examinations. The examination results are absolutes and tend to equalize the evaluation of students' academic backgrounds. It is also obvious that, given the wide range of educational backgrounds, and the variables mentioned above, the examination results do not always reflect the students' aptitude for further education.

Botswana. There are approximately 10,000 places in Botswana's 10 government, 5 government-aided, and 14 private secondary schools (1976 statistics). There are about 100,000 places in primary schools. Therefore, only one out of five students can go on to secondary schools. Students are selected on the strength of the Standard 7, Primary School Leaving Examination. They are then placed on a national order of merit list, and selection depends upon the number of Form I places available.

One private school, Maru a Pula, offers the only Advanced (A) level curriculum in Botswana. It is a multiracial school; constitutionally, 75% of its student body must be from Botswana, and 25% from other countries. It is operated on a self-help basis and gets much of its funding from outside of Botswana. Many American students who can meet the academic admission standards go to Maru a Pula. It is a residential and day school located in Gaborone.

Lesotho. There are 61 secondary schools in Lesotho with places for approximately 18,000 students. There are approximately 226,000 places in primary

school. This means that only one out of nine students enrolled in primary schools can go on to secondary school (1977 statistics). Most secondary schools in Lesotho are still run by missions, with small amounts of government assistance. The five secondary forms are called Forms A, B, C, D, and E. Forms A-C are Junior Certificate level; Forms D and E are the Cambridge O-level years. Currently, there are no schools in Lesotho preparing students for A-level examinations.

At the junior secondary level, technical and commercial subjects are available. At the higher secondary level, agricultural and higher primary teacher training is available. There is quite a bit of diversification in the secondary schools.

The drop-out rates are extremely high in Lesotho secondary schools. More than 50% of the students leave after Form C. Therefore, the Junior Certificate is often the terminal school leaving certificate in Lesotho. One of the primary reasons for the high drop-out rate is the expense of tuition, books and boarding. The charges amount to approximately $100 per annum.

Swaziland. There are 70 government and government-aided secondary schools in Swaziland with places for approximately 19,300 students. There are approximately 97,000 places in primary schools. Therefore, only one out of three students enrolled in primary school can go on to secondary school. Drop-out rates and repeater levels are extremely high.

One government school, Matsapha Swazi National High School, located very close to the University College of Swaziland, has extended and diversified facilities and curriculum. Many development studies, home economics, and commercial options are available here, as well as the traditional academic subjects.

Waterford-Kahlamba School is a private, multiracial school in Swaziland which offers an A-level curriculum. It is an international school, not a part of the Swazi educational system. The school was founded in 1963 and currently has an enrollment of approximately 300 students representing 30 nations. It is predominantly a boarding school. Admission requirements are extremely competitive.

Non-Formal Secondary Education

Because of economic constraints, many people in these countries do not have an opportunity to complete their education. Over the past decade the Ministries of Education have found it necessary to support correspondence and non-formal educational systems aimed at adults. With the assistance of foreign financial aid, each of the three countries has set up centers which offer basic, continuing, and vocational education. (For further details on the vocational programs, see Chapter Six.)

In Botswana, the Botswana Extension College (Private Bag 0043, Gaborone) offers correspondence courses for the Junior Certificate (J.C.) and the General Certificate of Education (GCE). The college uses correspondence courses, radio, and classroom methods to teach a wide variety of courses leading to formal examinations. Approximately 200 students were enrolled in 1976.

In Lesotho, the Lesotho Distance Teaching Centre (P.O. Box 781, Maseru) is responsible for correspondence courses offered at the J.C. level. The Centre relies heavily on self-instructional materials (prepared by the Centre itself) and on radio broadcasts which prepare students to take formal examinations.

In Swaziland, the Swaziland International Education Centre (P.O. Box 547, Mbabane) is the center for continuing education for adults. The Correspondence Course Department is responsible for providing educational opportunities for adult Swazis throughout the Kingdom. The Department offers correspondence courses, supported by radio programs and short residential sessions, for those adults preparing to take the J.C. Since the Centre opened in 1973, over 2,000 Swazis have enrolled. In cooperation with the Department of Extra-Mural Services (D.E.M.S.) of the University College of Swaziland, the Department also offers correspondence courses based on the Cambridge GCE O-level syllabuses.

Chapter Four

Secondary Examinations

The prime goal of secondary school is to prepare students for the Junior Certificate (J.C.) Examination (administered by the Examinations Council of Botswana, Lesotho, and Swaziland) and for the Cambridge Overseas School Certificate (C.O.S.C.) O-level Examinations (administered by the Cambridge Syndicate in England). Upon successful completion of the J.C. Examination, a Junior Certificate is awarded. Upon successful completion of the C.O.S.C. Examinations, the Cambridge Overseas School Certificate is awarded. The purpose of both examinations is twofold: (1) to gain entrance to the next level of education or (2) to gain employment. This chapter will describe what constitutes "successful" and explain how to review and evaluate examination results.

Junior Certificate

Administration. The Examinations Council of Botswana, Lesotho, and Swaziland is located in Maseru, Lesotho. The head administrator of the Council is the Registrar. There is also the position of Chairman which rotates every two years. There is a Deputy Registrar in Botswana and in Swaziland.

The Council is quite powerful as it is in charge of setting the content of the examinations, and therefore influences the curricula of the school systems. The work of the Council is carried on by National Subject Panels in each country and by Regional Subject Panels, made up of educators from the entire area. The Council is responsible for setting, administering, and marking the examinations, and for distributing the results.

The Council has shifted names frequently over the past decade due to structural political changes. Prior to the mid-1960s, it appears on documents as the High Commission Territories Council; it then became the University of Botswana, Lesotho and Swaziland Schools Examination Council until the early 1970s, when it became the Examinations Council of Botswana, Lesotho, and Swaziland. In 1978 Botswana dropped out of the joint council to establish its own council, the Examinations Council of Botswana. However, to maintain continuity in 1978 the exams developed by the joint council were retained. Lesotho and Swaziland intend to maintain a joint council.

Eligibility. The Junior Certificate Examination is administered to students who have completed Form III (Form C in Lesotho), which represents completion of 10 years of schooling. School candidates have to take at least six subjects at one sitting unless they already have a Junior Certificate and are trying to upgrade the results. The J.C. exam is also administered to private candidates who are not receiving full-time education at a recognized school. Private candidates may take one or more subjects at a time, but a certificate can be gained only if the candidate passes all of the six required subjects within five years.

The examination is administered once a year in November. Applications to take the exam must be submitted by May 1 for private candidates and by May 15 for school candidates.

Subjects on the Junior Certificate Examination

The subjects on the J.C. examinations comprise five groups. Candidates must take at least six subjects, one from each of groups I, II, III and IV and at least two from group V. There is no upper limit to the number of subjects a candidate may take. All questions asked in English must be answered in English. The foreign language papers must be answered in the appropriate language.

I.	English	(i)	Set books
		(ii)	Listening comprehension (skills)
		(iii)	Language
II.	French		
	German		
	SeSotho		
	SetSwana		
	SiSwata		
	Zulu		
III.	Modern Mathematics		
	Commercial Arithmetic (alternative subject, not always available)		
IV.	Biology		
	Introductory Science		Syllabus A (includes practical)
	Introductory Science		Syllabus B (includes aptitude for practical)
V.	Additional Mathematics		
	Agriculture		(A separate exam for each country)
	Agriculture Science		
	Arts and Crafts		
	Basic Handcrafts		
	Bookkeeping and Commerce		
	Building Science		
	Commecial Arithmetic		
	Development Studies		(A separate exam for each country)
	Domestic Science		
	Geography		(A separate exam for each country)
	History		Old syllabus (world history with some emphasis on Africa)

History	Alternative (African history from prehistoric times to present with some emphasis on developing world powers and trends)
Language (a third language from those listed under II)	
Metal work	
Needlework	
Religious Knowledge	
Shorthand and Typewriting	
Woodwork	

Conditions for the Award of a Certificate

In order to pass the J.C. examination as a whole a candidate must

(a) pass in English and four other subjects;
(b) obtain an overall average of 40 for which the marks obtained in a Group III subject and the candidate's best five other subjects will be counted.

An overall average examination result of 40 on a scale of 0-100 is required to pass in Class III. In addition, three higher classifications are also available, Class I with Merit, Class I, and Class II. (The overall passing average for each class changes from examination to examination depending on the results.)

The standards used to mark each subject are shown below. A, B, C, D, and E are pass symbols in descending order.

Grade	Mark Range %	Grade	Mark Range %
A	80-100	E	40-49
B	70-79	F	30-39
C	60-69	G	20-29
D	50-59	H	0-19

Examination results, as well as the Junior Certificate *Regulations and Syllabuses*, can be obtained by writing to the following:

The Registrar	The Deputy Registrar	The Deputy Registrar
ECOBLS	ECOBLS	ECOBLS
P.O. Box MS 507	P.O. Box 859	P.O. Box 1394
Maseru, Lesotho	Gaborone, Botswana	Mbabane, Swaziland

Telegram addresses are as follows:

HICOMEX, Maseru	GABEXAM, Gaborone	EXAMS, Mbabane

There have been some problems associated with the Junior Certificate exams over the past few years. In 1974, the results were late coming out, so some students were not placed in Form IV even though their marks were high enough for entrance. Two practices of the Council have been severely criticized: the standardization of marks (considered by some to be too beneficial to the students) and the predetermination of the number of students who pass each year. The Council had decided beforehand how many candidates should pass in each division—first, second, and third. This led to the adjustment of marks to obtain the desired results. The practice was discontinued in 1976.

The J.C. is an important examination for students in this area of Southern Africa. For U.S. admissions officers, it is an excellent indicator of secondary academic ability. If a student has passed a J.C. with a fairly strong overall average (above 40), the student has shown ability in a broad range of subjects, including both English and mathematics. It must be remembered that this exam is taken at the end of Grade 10, and further secondary results must be presented for college admission in the United States. (See Document 2, Junior Certificate.)

Cambridge Overseas School Certificate

The Cambridge Overseas School Certificate (C.O.S.C.) is administered through the Cambridge Syndicate in England. The Ministries of Education and the Examinations Council of Botswana, Lesotho and Swaziland have been responsible for having the examinations administered, and for returning the exam sheets to England for marking.

The examinations are tests of individual subjects given to students who have completed Form V, or secondary school. (In these countries, the completion of secondary school represents 12 years of elementary-secondary school.) The tests cover the entire secondary syllabus in each subject, not just the work covered in the final year. They are very demanding examinations.

The full certificate (C.O.S.C.) is awarded to candidates who pass the examinations at a certain level in subject groups as described below. If a student does not meet the requirements for the C.O.S.C., a certificate will be awarded listing all subjects passed at credit level. (Prior to 1959, only full certificates were awarded; a student either gained a certificate or failed.)

For the Cambridge Overseas School Certificate, examinations are grouped as follows:

I.	English Language	(compulsory)
II.	General Subjects	History, Geography, Literature, Bible Knowledge, etc.
III.	Languages	Latin, French, Spanish, Sesotho, SetSwana, Zulu, etc.
IV.	Mathematical Subjects	Mathematics, Additional Mathematics, etc.
V.	Science Subjects	General Science, Agricultural Science, Physics, Chemistry, Biology, etc.
VI.	Arts and Crafts	Art, Woodwork, Metalwork, Needlework, Cookery, Housecraft, etc.
VII.	Technical and Commercial Subjects	Commercial Subjects, Geometrical and Mathematical Drawing, Principles of Accounts, etc.

All public and first-time candidates must sit for at least six subjects, and these must include English language and mathematics, and subjects chosen from at least three of the seven groups above. (See Chapter T[illegible]e for two senior secondary curricula, one for arts and one for science, which lead to the School Certificate examinations.)

To qualify for a Cambridge Overseas School Certificate, candidates must reach a satisfactory general standard in their best six subjects, and either

(a) pass in at least six subjects, including English language, with credit[1] in at least one of them, or (b) pass in five subjects, including English language, with credit in at least two of them.

There are three categories of School Certificates. The categories are noted on the C.O.S.C. as Class I (First Division), Class II (Second Division), or Class III (Third Division). A First Division certificate requires passes in six or more subjects which must include subjects from at least three of the seven groups and passes with credit in at least five of these subjects, including English language. A Second Division certificate requires passes in six or more subjects from at least three of the seven groups and passes with credit in at least four of these subjects, including English language. A Third Division certificate is awarded to the remainder of students taking the test who meet the general qualifications.

The Third Division certificate does not require a general distribution of subjects (the subjects could all be in only one or two of the seven groups). Therefore, a student who presents such a certificate may not be strong in a wide range of subjects. It is still a measure of strong ability. U.S. admissions officers who have to admit students on the basis of specific distribution of high school units may find that an applicant with a Class III certificate does not meet the distribution requirement.

Joint GCE and School Certificate Examinations

Since 1959 Cambridge has offered school-leavers examinations which enabled school-leavers to receive either a full School Certificate or General Certificate of Education (GCE) individual exam results. The examination was developed so that students who did not meet the full qualifications for a School Certificate could receive a certificate indicating the subjects passed. At the same time, the grading scale for the GCE individual passes was made equivalent to the grading scale used for the full certificate pass at credit level. Therefore, GCE subject passes may be counted individually toward college matriculation. (For further information on examinations see *United Kingdom.*)

Grading System (1959-Present)

Cambridge Overseas School Certificate	G.C.E.-O level Equivalent	Approximate U.S. Grade Equivalent
1—Very Good	1	A
2—Very Good	2	A
3—Credit	3	B
4—Credit	4	B
5—Credit	5	B
6—Credit	6	C
7—Pass	7—Fail	D
8—Pass	8—Fail	D
9—Fail	9—Fail	F

1. A pass at a grade of 6 or lower (6-1).

From 1951-59, the School Certificate passes with credit were 1-5 with 6-7 being pass and 8-9 being failure. The grades were changed to raise the standard of a pass so that each pass at O level is equivalent to a credit on the School Certificate. Only credit on the School Certificate (and pass on the GCE O level) have traditionally been considered for university matriculation. The grade of pass on the School Certificate indicates sufficient quality to terminate successfully a course in secondary school, but it is not a high enough grade to be counted toward university matriculation. Therefore, a pass on a School Certificate is not a pass but a failure when counting subjects toward university entrance.

Pass Rates

In examining the pass rates for the C.O.S.C., it must be remembered that the upper secondary school enrollment is very small and that most students have terminated their studies at the Junior Certificate level (Form III).

The results are not strong. This is not surprising considering that the upper secondary students have used a Junior Certificate syllabus that is not articulated with the C.O.S.C. syllabus. Educators in these countries realize that this is a disadvantage and are recommending changes so that students who take the C.O.S.C. will have a five-year syllabus to better prepare for the exams. However, change is not expected in the immediate future. Therefore, students who have earned full School Certificates have performed well under very difficult circumstances and are strong students. U.S. admissions officers may consider students with First and Second Division (Class I and Class II) certificates for admission to post-secondary level institutions without hesitancy, given the rigorous demands of the examinations and the fact that these students have a good distribution of courses including English and mathematics. Third Division (Class III) results should be carefully weighed; admissions officers should be sure that the results are supportive of the applicant's intended major area of study. A credit English language pass is included in the award of a Third Division certificate. If admission to the U.S. institution is based on a certain high school course distribution pattern, an applicant with a Third Division certificate may not meet the requirements for admission.

Table 5

Cambridge Overseas School Certificate Examination Results, 1977

	Botswana	Lesotho	Swaziland
Candidates	866	1,209	1,366
I Class Pass (%)	61 (6.9%)	17 (1.4%)	77 (4.9%)
II Class Pass (%)	175 (20.2%)	90 (7.4%)	113 (8.3%)
III Class Pass (%)	348 (40.1%)	283 (21.7%)	279 (20.4%)
GCE (%)*	280 (32.3%)	787 (65.1%)	745 (54.2%)
Failures (%)	2 (0.2%)	52 (4.3%)	152 (11.1%)

*The GCE indicates that one or more examinations have been passed at the credit level.

Each certificate should be looked at very carefully. The individual number of subjects passed and the grades received should be the basis for admission.

Other Secondary Qualifications

Before the independence of the three countries, many students sat for the South African Matriculation Examinations. (See Chapter Seven for further information concerning these examinations.) Since 1959 when South Africa started the apartheid system of education and no longer admitted Blacks into many of their institutions of higher learning, the South African Matriculation Examination has rarely been given in Botswana, Lesotho, and Swaziland.

Other British examination boards (besides the Cambridge Syndicate) offer external examinations in the three countries. The University of London Matriculation and School Examination Board offers GCE O (Ordinary) level and A (Advanced) level examinations to private candidates. The Associated Examining Board (associated with the City and Guilds of London Institute and not with a university) also offers GCE O-level examinations in this area. All of the Boards cooperate with U.S. admissions officers who need information. If a candidate has lost his or her records, or if there is some discrepancy in the records, it is recommended that U.S. admissions officers write directly to the Boards for assistance. The address of the Associated Examining Board is 102-120 North Lane, Aldershot, Hampshire, GU12 4QN, U.K. There has not been a high incidence of forgeries from these countries. However, if an admissions officer suspects a forgery, the documents should be checked out by the appropriate examinations board.

EXAMINATIONS COUNCIL
OF BOTSWANA, LESOTHO & SWAZILAND

Junior Certificate

passed in the

SECOND CLASS

at the examination held in

NOVEMBER 1977

as a

PRIVATE

Candidate

Subjects passed and grade reached in each:

ENGLISH	D
SESOTHO	A
MOD. MATHEMATICS	B
BIOLOGY	A
PHYS. AND HYGIENE	A
REL. KNOWLEDGE	C

REGISTRAR

CHAIRMAN

Document 2. Junior Certificate

Chapter Five

Teacher Training

Teacher training in Botswana, Lesotho, and Swaziland takes place at both the secondary and tertiary levels. The programs are offered at both teacher training colleges and universities. In the teacher training colleges, some programs require only a primary school leaving certificate (generally acknowledged in the three countries as too low a standard of admission). Other programs require a Junior Certificate (J.C.) while still others require a Cambridge Overseas School Certificate (C.O.S.C.). Because there is such a shortage of teachers in these countries, the qualifications for admission to the lower-level programs are unlikely to change for some time. The range of programs is broad, and therefore it is important to ascertain the entrance requirement to a program, along with its duration and content, to properly evaluate teacher training credentials. (See Table 6 for the general pattern of teacher training programs, and Table 7 for a list of primary and secondary teacher training certificate and diploma programs with entrance requirements for each.)

Table 6

Teacher Training in Botswana, Lesotho, and Swaziland
(General Pattern)*

1 2 3 4 5 6 7	8 9 10 11 12	13 14 15 16 17 18
Primary (Grades 1-7)	Secondary (Forms I-V)	Tertiary
		A C E F G H B D

A. Primary Teachers' Certificate
B. Primary Higher Teachers' Certificate
C. Secondary Teachers' Certificate
D. Advanced Primary Teachers' Certificate
E. Diploma in Secondary Education
F. Bachelor of Education
G. Post-graduate Diploma in Education
H. Master of Education

*For variations, See Table 7, pp. 177-179.

Teacher training is also strongly emphasized at the university level. All of the universities work with the teacher training colleges and ministries of education to coordinate the teacher training programs. At the highest level, the universities offer a Bachelor of Education, a Post-Graduate Diploma in Education, and a Master of Education. They have the capability to offer a Doctorate in Education.

Primary Teacher Training

Teacher training programs at the secondary level lead to the primary school teachers' certificates. The duration of these courses is normally two years, including some supervised practice teaching. The various primary training certificates and diplomas offered in all three countries are listed in Table 7. The programs are offered in teacher training colleges, some of which are affiliated with the universities. Admission requires the completion of the Junior Certificate (J.C.). Because of the need for teachers, however, trainees are often admitted with only a primary leaving certificate. Unqualified teachers are also admitted to upgrade their qualifications. Often the students who enter teacher training are the ones who have weaker J.C. examination results. Students with high results on the J.C. can go on to Form IV and perhaps proceed to higher education.

The primary certificate curricula deal mostly with pedagogy and methods rather than subject matter courses. A two-year program might include teaching practice, English, vernacular, mathematics, science and health, education, environmental studies, religious education, music, arts and crafts, needlework, and agriculture. The English courses are designed to enable a trainee to teach primary school English, and also to improve the trainee's own ability to read and understand English. In mathematics, all academic content is related to the mathematics in the primary school syllabus. So, while a trainee will gain a good theoretical base of simple mathematical concepts and will learn the methodology involved in teaching, higher-level mathematics taught in Forms IV and V will not be covered. The secondary-level certificate teacher training programs are similar to many of the secondary-level vocational programs in the United States. However, in the United States teacher training is not offered at the secondary level.

As in all academic institutions in these three countries, grading in teacher training programs is quite stringent. Assessment in teaching practice is usually continual. Students are examined carefully in the core subjects of English, the vernacular language, mathematics, science, health education, and environmental or developmental subjects. The examinations may count up to 60% of the final mark, with only 40% of the mark given in continual classroom assessment. In the optional subjects, such as religious education, music, arts and crafts, needlework, agriculture or physical education, the marking may be done on a continual assessment basis.

A typical grading scale is:

80-100	A	50-59	D
70-79	B	40-49	E
60-69	C	0-39	F

The pass mark is 50 (D). To receive a pass with credit, a mark of C (60-69) would have to be obtained. To receive a pass with distinction, an A (80-100) or B (70-79) would have to be obtained. Grades of 80-100 are rarely given. A top grade is considered anything in the 70 range. In order to qualify for the award of a Primary Teachers' Certificate, a student must obtain a D average. The grade of E is often used to determine whether or not a student should be allowed to repeat a failed subject.

The Primary Teachers' Certificate (see Document 3) will not indicate the quality of the pass. In order for a U.S. admissions officer to evaluate such credentials, mark sheets from the program must be requested. They are available to a student or to an admitting institution upon request.

Secondary Teacher Training

Secondary Teachers' Certificate courses are offered at the tertiary level in either teacher training colleges or the universities in all three countries. Most are two-year programs, although a few require three years. The standard admission qualification for these programs is the Cambridge Overseas School Certificate (C.O.S.C.) with passes in English and mathematics. Due to the lack of qualified C.O.S.C. holders, however, some students are admitted with only the Junior Certificate (J.C.). These students are expected to catch up with C.O.S.C. holders on their own. In some institutions, old certificate courses (such as the Primary Higher Teachers' Certificate in Botswana) are still offered for those trainees holding Junior Certificates.

The program consists of education courses and a basic core of English, social studies, and preparation of teacher aids. In addition, students may specialize in either home economics or elementary technology, or they may choose one of the following subjects as their major area: English, the vernacular language, or religious knowledge. The grading scale is the same one used in teacher training colleges for primary teacher preparation (see previous section).

Though many U.S. institutions insist on the equivalent of a First or Second Division (Class I or II) C.O.S.C., or at least five O-level passes on the General Certificate of Education (GCE), for freshman admission, it is recommended that even very competitive institutions should consider holders of secondary teachers' qualifications for admission and possible transfer credit. The Secondary Teachers' Certificate is often earned by mature persons with at least two years of teaching experience plus two years of tertiary work in a teacher training college.

When dealing with the problem of transfer credit, the following patterns are suggested. The education courses in the Secondary Teachers' Certificate program include the history and social foundations of education, some comparative education, phenomenon and empirical education, learning theory, etc. In the subject areas studied, the curricula indicate that the student has the equivalent of at least the first three sequential courses at the freshman/sophomore level in the same field of study in the United States, plus a course in that field which emphasizes Africa. For example, a student who has concentrated in history may be awarded credit for ancient history,

world history, modern European history, and African history. In English, all students have covered the equivalent of a general composition course and a general literature course. Upon examination of the syllabus, an additional course in African literature might be awarded. It is possible to obtain mark sheets as well as Secondary Teachers' Certificates from the Registrar at each institution.

A Diploma in Secondary Education is also offered at the university level in Botswana and Lesotho. It is a three-year tertiary program. The minimum entrance requirement is a Third Division C.O.S.C. The students must choose either a humanities or a science concentration. They attend the Foundation Year (first-year general education sequence) with all the other first-year university students. Following the Foundation Year, there is a two-year program which includes education courses (a minimum of 16 units);[1] curriculum studies (methodology, 12 units); and teaching subjects (subject matter, 36 units). Though these students enter the universities with a slightly lower level of academic preparation than students entering regular university degree programs, they are integrated into the regular university program in nearly all courses. (In a few education courses, they are separated from the degree-seeking students, but they are taught the same subjects by the same faculty. In Botswana, the university plan calls for the diploma student to be fully integrated with the degree students because the current situation is regarded as duplicative and expensive.) It is suggested that transfer credit for this program be granted on a course-by-course basis, depending on the marks received and the transfer-of-credit policy at the U.S. institution. (For grading details see Chapter Seven, The Universities.)

Because there are so many variations of the basic program offered in the three countries, Table 7 has been designed to help identify the various certificate and diploma programs offered at all levels.

Table 7

Certificate/Diploma Teacher Training Programs in Botswana, Lesotho, and Swaziland

Award	Admission Requirement	Length/Level
	Botswana	
Programs Offered at the Following Institutions: Francistown Teachers' Training College, Lobatose Teachers' Training College, and Serowe Teachers' Training College*		
Elementary Teachers' Certificate	Standard 7	2 years/Secondary
Primary Higher Teachers' Certificate	Junior Certificate (J.C.)	2 years/Secondary

*Addresses for all institutions listed in this table are given in Appendix B.

1. A unit is equivalent to a semester hour of credit in the United States.

Table 7 *(continued)*

Award	Admission Requirement	Length/Level
	Botswana (continued)	
Primary Teachers' Certificate (P.T.C.)	J.C.	2 years/Secondary
Teachers' Certificate (T.C.)	C.O.S.C.	2 years/Tertiary
Proposed: Botswana Teachers' Certificate (B.T.C.)	C.O.S.C.	2 years/Tertiary
Programs Offered at University College of Botswana*		
Diploma in Education (Dip. Ed.)	C.O.S.C. Third Division	3 years/Tertiary
Diploma in Secondary Education	C.O.S.C. Third Division	3 years/Tertiary
	Lesotho	
Programs at Lesotho National Teacher Training College (N.T.T.C.)*		
Primary Teachers' Certificate (P.T.C.)	J.C.	2 years/Secondary
Advanced Primary Teachers' Certificate (A.P.T.C.)	C.O.S.C.	2 years/Tertiary
Secondary Teachers' Certificate (S.T.C.)	C.O.S.C.	2 years/Tertiary
Proposed: Diploma in Education (Dip. Ed.)	C.O.S.C.	2 years/Tertiary
Certificate in Primary Education (C.P.E.)	P.T.C. + 1 credit in C.O.S.C. + 2 years experience	2 years part-time, 36 units/Tertiary
Diploma in Education (Primary) (Dip. Ed. Prim.)	P.T.C. + 3rd Division C.O.S.C. + 2 years experience	1 year (36 units)/ Tertiary
Diploma in Education (Secondary) (Dip. Ed. Sec.)	S.T.C. + 2 years experience	1 year (36 units)/ Tertiary
	Swaziland	
Programs at Nazarene Training College; and William Pitcher College*		
Primary Teachers' Certificate (P.T.C.)	J.C.	2 years/Secondary

*Addresses for all institutions in this table are given in Appendix B.

Table 7 *(continued)*

Award	Admission Requirement	Length/Level
	Swaziland (continued)	
Primary Lower Certificate (P.L.C.)†	J.C.	2 years/Secondary
Primary Higher Certificate (P.H.C.)†	J.C.	2 years/Secondary
Proposed: Elementary Vernacular Teachers' Certificate (E.V.T.C.).	J.C.	2 years/Secondary
Program Offered Only at William Pitcher College*		
Secondary Teachers' Certificate (S.T.C.)	C.O.S.C.	2 years/Tertiary
Programs Offered at University College of Swaziland*		
Certificate in Primary Education (C.P.E.)	C.O.S.C.	3 years/Tertiary
Diploma in Education (Dip. Ed.)	S.T.C. or P.T.C. + 2 years experience	1 year (36 units)/ Tertiary
Diploma in Adult Education	C.O.S.C. + 4 years experience	1½ years (42 units)/Tertiary

†The P.L.C. and the P.H.C. were replaced by the P.T.C. in 1975.

*Addresses for all institutions in this table are given in Appendix B.

Professional Certificates

The teacher training colleges also offer professional certificates for in-service study. These range from lower certificates for upgrading unqualified and underqualified teachers to higher certificates for furthering the training of qualified teachers. The certificates are usually based on a credit system of study, as is the higher education system. See Table 8 for examples of the types of professional certificates offered. The list is based on those offered at the National Teacher Training College (N.T.T.C.) in Lesotho.

Each of the professional certificate programs at the N.T.T.C. includes an Internship Year. During that year, students teach in a school and are responsible to both the college and the regular school management. They are paid by the Ministry of Education for their services. The certificates lead to higher pay and promotions for the teachers. It is suggested that U.S. admissions officers accept the certificates on the basis of the equivalent recommended by the N.T.T.C. Often these in-service certificates will be presented by mature professional candidates.

Table 8

Sample Professional In-Service Teacher Training Certificate Programs (N.T.T.C.)

Certificate	Equivalent
1st Professional Certificate	Junior Certificate (J.C.), but includes professional training
2nd Professional Certificate	Old Lower Primary Teachers' Certificate,* or J.C. plus 1 year of study
3rd Professional Certificate	Old Primary Teachers' Certificate,* or J.C. plus 3 years of study
4th Professional Certificate	Primary Teachers' Certificate, or J.C. plus 3 years of study
5th Professional Certificate	C.O.S.C. plus 2 years of study, or J.C. plus 4 years of study
6th Professional Certificate	C.O.S.C. plus 3 years of study, or Advanced Teachers' Certificate
7th Professional Certificate	C.O.S.C. plus 4 years of study, or third year University Diploma

*These certificates were awarded prior to 1975 and were known as the Primary Lower and the Primary Higher Certificates.

University Programs in Education

At the university level, education programs may lead to a bachelor's degree, a concurrent diploma, a post-graduate diploma, or a master's degree. The following is a list of programs of education available at the National University of Lesotho (N.U.L.), or the University of Botswana and Swaziland (U.B.S.). If a program is offered at only one campus, it will be noted.

A. Degrees/Diplomas Offered: B.Ed.; Concurrent Diploma in Education; Post-graduate Diploma in Education; B.Ed. (Nursing) (U.B.S., Gaborone, only); B.Ed. Adult Ed. (U.B.S., Kwaluseni, only); B.A.Ed. and B.Sc.Ed. (N.U.L. only); M.Ed.

B. Admissions Requirements:

B.Ed. B.Ed. (Nursing) B.Ed. Adult Education B.A.Ed. and B.Sc.Ed.	C.O.S.C. in 1st or 2nd Division, or equivalent.
Concurrent Diploma in Education	Entrance to another degree program in the University with a double major.
Post-graduate Diploma in Education	Bachelor's degree in field other than education.
M.Ed.	Bachelor's degree plus two years of experience.

C. General Study Plan:

B.Ed. B.Ed. (Nursing) B.Ed. Adult Education B.A.Ed. or B.Sc.Ed.	1st year-Foundation Year; 2nd, 3rd, and 4th years—30 units of education, 12 units of curriculum studies in two subject matter areas, 60 units of subject matter. Teaching subjects must be selected in either the sciences or humanities. Nurses must choose sciences. B.A.Ed. or B.Sc.Ed. students must be jointly enrolled in the Faculty of Humanities or the Faculty of Sciences and in the Faculty of Education.
Concurrent Diploma in Education	27-36 units in education and methodology in major areas taken during years 2, 3, and 4 of bachelor's program in another faculty.
Post-graduate Diploma in Education	27-36 units taken over one year, post-bachelor's degree. Courses in education and methodology in sciences or humanities at undergraduate level.
M.Ed.	Primarily a research program with thesis; some coursework may be required.

Bachelor's degrees in these three countries are comparable to U.S. bachelor's degrees. A bachelor of Education degree leads to graduate admission in education or in the field of specialization, if the student's marks meet the admission criteria.

A Concurrent Diploma/Certificate and a Post-Graduate Diploma in Education give the student a concentration in undergraduate education courses for teaching in primary or secondary schools. U.S. admissions officers should consider the work as additional undergraduate credit. No graduate-level transfer credit should be granted. Applicants possessing either of these qualifications can be considered for graduate-level study in the United States. (See Document 4, a & b, Transcript of Bachelor of Arts with Concurrent Certificate in Education.)

THE UNIVERSITY
OF
BOTSWANA, LESOTHO & SWAZILAND

in association with the
SWAZILAND MINISTRY OF EDUCATION

This is to certify that

Dlamini Elizabeth R.

has completed the requirements for the

PRIMARY TEACHERS' CERTIFICATE

at *William Pitcher* College

on the *10th December 1976*

Registrar

Vice-Chancellor

Document 3. Primary Teachers' Certificate

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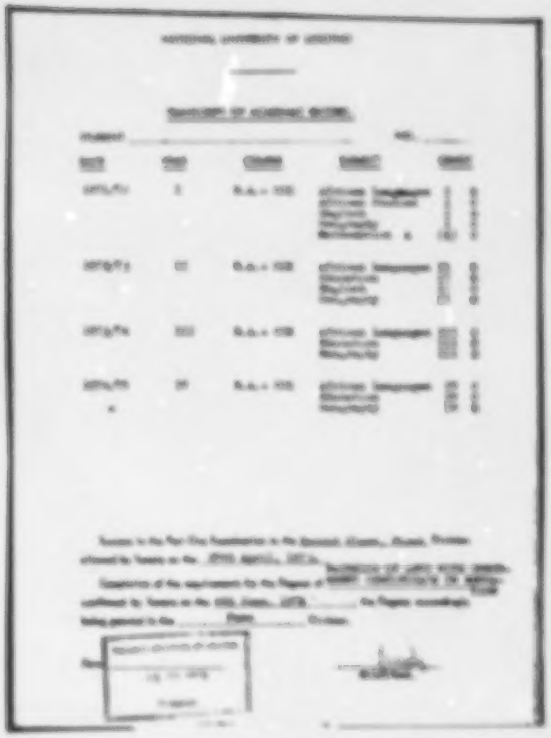

Document 4a. B.A. with Concurrent Certificate in Education

NOTES

The normal N.U.I. Degree curriculum extends over 4 years (U.I.B. 4) years), and is divided into two years of study for the Part One Examination and a further two years for the Part Two Examination. For the U.I.B. there is a Part Three Examination.

There are no formal examinations at the end of the first and third years of study, students being assessed on the basis of internal tests and assignments throughout the year. It is not University policy for subjects grades to be released to candidates immediately after the end of the first year, only overall Passed/Upper/Pail lists being published. Where such grades (which correspond to those for the Part One and Part Two Examinations*) are released on a Transcript issued within 6 months of the end of the candidate's year in question, this is on the understanding that they will be treated as confidential during this period.

Results for each Part One and Part Two examination subject are classified according to the grading A (Outstanding), B (Superior), C (Good), D (Passing)/E (Failure but with the possibility of a Supplementary Examination), F (Failure), the approximate respective percentages being: over 80%, 70-79, 60-69, 50-59, 40-49, below 39. Where a candidate has obtained the result shown in a supplementary examination, the symbol (which can never be higher than D) is underlined.

The overall results for the examinations are classified: First Class (A average) Second Class, First Division (B average) Second Class, Second Division (C average) Pass (D average) Failure (E, F average).

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*Up to April 1967 a straightforward Pass/Fail System was used, in these cases A = Pass with Distinction, B = Pass, C = Fail.

Document 4b. Second page of 4a

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Chapter Six

Technical/Vocational Education

In Botswana, Lesotho, and Swaziland there are few technical/vocational programs, and the ones that do exist are small and do not train enough persons to meet the manpower needs of the countries. Since there is so little vocational/technical training in the formal secondary school systems in these countries, the programs of this type that do exist are particularly significant.

Technical/vocational education can be classified into two categories: (1) that which may be obtained at a pre-service level (prior to having practiced a skill), usually in a school setting within a formalized system of education, e.g., agricultural, commercial, and nursing programs; or (2) that which may be obtained in an in-service, out-of-school setting, which is less formal and where apprenticeship is a greater element of the program. Some examples of this type of training can be seen in the Brigade structure in Botswana or in the trade centers.

Most technician programs are offered at the secondary level. There is no highly developed polytechnic that offers courses comparable to university-level work in the United States. The colleges of agriculture, and the nursing and commercial programs (which will be described) do have some elements of higher education.

These programs are difficult to convert into U.S. academic equivalencies. Some of the programs require that students pass external examinations to verify the skills they have acquired; others do not. The external exams which are offered are usually at the low end of possible qualifications. For example, the City and Guilds of London Institute (C.G.L.I.) offers individual-subject exams at Craft level. Rarely are full certificates or diplomas offered.

Most of the programs have been established with foreign technical and financial assistance, and are clearly influenced by foreign educational systems. There is no single government agency responsible for all types of technical/vocational education (or non-formal education) in any of the three countries. There is a pattern of inter-ministerial cooperation and coordination which has worked fairly well as these developing countries have attempted to meet manpower training needs. In many cases, facilities are shared to reduce the cost of administering the programs. It is possible that the programs will change radically as the need for skilled manpower grows.

Pre-Service Vocational/Technical Education

Vocational Training Schools

Vocational training schools are supported by the governments and train students for a large variety of skills. The schools must maintain a great deal of flexibility in order to change courses according to governmental priorities. The schools are usually residential and have adequate physical facilities. All of the campuses are new. The vocational training schools for each country are described below.

Botswana

(1) *National Vocational Training Centre, Gaborone.* This school teaches approximately 14 skills including carpentry, painting and decorating, plumbing, the electrical fields (installation, power and maintenance, and air conditioning), and the mechanical fields (automotive, mechanical fitting, mechanical maintenance, and welding).

Students are admitted primarily on the bases of aptitude tests but are required to have at least Junior Certificate (J.C.) qualifications; in some cases they have a Cambridge Overseas School Certificate (C.O.S.C.) or have completed Form V. The education is primarily conducted in class rooms and simulated workshops. The work is purely technical with little theory. After one year (three terms) of training and a six-month practicum, students may take a Botswana Trade Certificate "C" examination, administered by a local trade testing board. This is considered the first (lowest) level of craft training. To take the Certificate "B" examination, short-term (six week) courses must be undertaken to improve skills. In addition to the exams administered by the trade testing board of Botswana, City and Guilds of London Institute (C.G.L.I.)[1] certification is available.

(2) *Botswana Training Centre, Gaborone.* This Centre offers training in a range of occupations in the administrative, commercial and secretarial fields and seems to be evolving into a national college of commerce and administration. At present, there are no entry qualifications. One-year secretarial courses are offered, along with 24-week elementary and intermediate typing courses. The Centre also sets up short-term training courses according to the needs of the government for clerical and administrative staff.

Lesotho

Lerotholi Technical Institute (L.T.I.), Maseru. The minimum qualification for entry is the Junior Certificate. Aptitude tests are also used. Training is offered in basic engineering, bricklaying, carpentry, electronics, electrical installation, and plumbing. Attached to L.T.I. is a Commercial Training Institute which offers secretarial subjects and a technical training school which trains supervisors for the road department. The basic engineering

1. Fisher, *United Kingdom*, pp. 103-104.

Table 9

Swaziland College of Technology (S.C.O.T.) Technical Training Courses

Course	Subject	Course Length	Entry Requirements
Overseas Technicians Diploma	Construction Eng., Electrical Eng., Mechanical Eng.	2 years	Form V with credits in math, science, English; aptitude test.
Technician	Agricultural Machinery, Automotive Eng., Construction, Electrical Eng., Librarianship, Mechanical Eng., Science Lab Work, Telecommunications	3 years	Form V with credit in math and pass in science; aptitude test.
Craft	Automotive, Building, Cabinet Making, Carpentry, Electrical, Fitting & Turning, Painting, Plumbing, Sheetmetal Work	2 years	Form III; aptitude test.
Technical Teacher Training	Drawing, English, Pedagogy, Principles of Ed., specialized subjects in either metalwork or woodwork	2 years	Form V with credits in math, science, English, and craft subjects.
Hotel and Catering	Barmen, Chefs, Room Service, Waiters	Varies	Employer's recommendation.

Swaziland College of Technology Commercial Training Courses

Secretarial, Shorthand, Typing	Office Practice, Shorthand, Typing	1½ years	Form V pass, credit in English; aptitude test.
Bookkeeping	Arithmetic, Bookkeeping, English, Office Practice	1½ years	Form V pass, credit in mathematics; aptitude test.
Copy typing	English, Typing	½ year	J.C.; aptitude test.
Commercial Teacher Training	Arithmetic, Bookkeeping, English, Office Practice, Pedagogy, Shorthand, Typing	2 years	Form V pass; aptitude test.

program is three years in duration; the remainder of the technical programs are two years. Forty percent of each course is theoretical, sixty percent practical. The marking is done internally. Students who wish to do so can take a City and Guilds of London Institute (C.G.L.I.) certification exam. C.G.L.I. is discussed later in this chapter under "External Examinations." There are campuses of L.T.I. in Lerive, Guthing, and at Bishop Allard Vocational School. (See Document 5, a and b, Lerotholi Technical Institute record.)

Swaziland

Swaziland College of Technology (S.C.O.T.), P.O. Box 69, Mbabane. This is the largest of the technical colleges and may well be the first to develop into a full-scale polytechnic. It works in close cooperation with the University College of Swaziland which sets the regulations and awards certificates to students who train to be technical teachers at S.C.O.T. The certificates awarded to technical teachers qualify them to teach up to the Junior Certificate level (Form III). Diploma courses are being developed which will qualify the recipients to teach through secondary school (Form V). Certificates are also awarded in library studies and in English proficiency related to technical studies. All of the technical programs lead to City and Guilds of London Institute examinations.[2] Commercial courses lead to Pitman[3] qualifying exams. Technical and commercial teacher training, librarianship, and agricultural machinists are certified by the University of Botswana and Swaziland.

As mentioned earlier, the technical teacher certificates and diplomas awarded by these institutions are locally examined by the University of Botswana and Swaziland, and the certificates and diplomas are equivalent to Primary Teachers' Certificates and Secondary Teachers' Certificates. Table 9 lists the courses and other information concerning the programs at S.C.O.T.

External Examinations

The training programs in the vocational/technical schools mentioned above and in various trade centers and non-formal skill centers may be tested externally through the City and Guilds of London Institute (C.G.L.I.). At the end of each entry-level program, students take the C.G.L.I. single subject examination Part I (intermediate certificate). These certificates are purely technical and are in no way academic. After a period of employment, a certificate-holder may re-enter training and take a higher level program to prepare for the C.G.L.I. Part II (final certificate) in the field in which the previous certificate was obtained. The same pattern must be followed in order to sit for the Advanced Craft or Technical Certificates in the same field of study. Local craft and technician examinations are patterned on these external examinations.

2. Ibid.
3. Ibid., p. 108.

The single-subject exams should not be used as the basis for admission to U.S. colleges at the freshman level. If the applicant is eligible for admission on the basis of other qualifications, a holder of a Part II Certificate or an Advanced Craft Certificate (Part III) may be eligible for limited advanced standing credit in the subject of the award.

It is suggested that *Regulations and Syllabuses* be obtained from the City and Guilds of London Institute, 76 Portland Place, London W1N 4AA, and examined before credit is awarded.

At a higher level the Overseas Technicians Diploma (O.T.D.) may be obtained. This is a full-time (two year) or part-time (three to four year) program following the C.O.S.C. If a student presents a full Ordinary National Diploma, up to two years of credit might be granted on a course-by-course basis upon examination of the syllabus. There is less liberal arts work represented though the level of the technical studies reaches a somewhat higher level than that required by a U.S. associate's degree. Few students from this geographic area will present this diploma as it is offered to a limited number of students in one or two institutions.

For students in secretarial or commercial programs, external exams are most frequently offered through the Pitman Examinations Institute (Pitmans). These are individual skill exams at various levels. They are single subject exams which should not be used as qualifiers for college-level admission. However, they may be used to grant advanced credit in the subject matter areas examined, i.e., typing, shorthand, etc. *Regulations and Syllabuses* is available by writing the Pitman Examinations Institute, Pitman House, Godalming, Surrey, England. For placement recommendations on British technical qualifications see *United Kingdom*, p. 180 ff.

Agricultural Education

For many years there have been agricultural training schools in these countries. Recently the schools have been upgraded to agricultural colleges which still offer secondary-level courses to Junior Certificate holders, as well as diploma courses to Cambridge Overseas School Certificate holders. The colleges are the responsibility of the Ministries of Agriculture rather than the Ministries of Education. The exception to the agricultural college concept is the Swaziland Agricultural College and University Center (S.A.C.U.S.), which in 1972 became the agricultural campus of the University of Botswana and Swaziland (U.B.S.) and is fully integrated into the University. The agricultural colleges are full-time, residential institutions. They are small and can in no way supply all of the agriculturists needed for these countries

The three agricultural colleges representing the three countries are described in detail below.

BOTSWANA AGRICULTURAL COLLEGE
Private Bag 0027
Gaborone, Botswana

The Botswana Agricultural College offers two-year certificate courses for which the minimum entry qualification is the Junior Certificate. Certificate courses are offered for agricultural demonstrators, veterinary assistants, and community development officers. The two-year courses are assessed on a continual and internal basis. During summer vacations students have practical training. Fifty percent of the coursework is practical, and 50 percent theoretical.

The certificate courses in agriculture are designed to provide students with sound, basic knowledge of the principles of agriculture and also to develop their effectiveness as field officers (or extension agents). To develop this effectiveness, emphasis is placed on courses such as communications and extension methodology.

A list of subjects studied during the two-year certificate courses follows:

1. Crop Husbandry
   - Botany
   - Principles of Crop Production
   - Horticulture
   - Crops
   - Field Experimentations
2. Livestock
   - The Animal Kingdom
   - Nutrition
   - Genetics
   - Animal Husbandry
   - Animal Disease
   - Animal Breeding
3. Communications
   - Reference Sources
   - Basic Skills in Taking and Writing Notes
   - Speech
   - Group Leadership and Organization
   - Field Administration
   - Finance
   - Correspondence
   - Forms and Reports
   - Clubs and Associations
   - Program Planning
4. Mathematics
   - Basic mathematics
   - Agricultural mathematics
   - Graphs
5. Extension
   - Introduction
   - Cultural and Social Facts
   - Extension Methodology
6. Social Studies
   - Introduction
   - Institutions and Systems
   - Political Systems
   - Social Change
   - Education
   - Social Problems
7. Engineering
   - Metalwork
   - Fencing
   - Ox Drawn Implements
   - Borehole Equipment
   - Tractor Driving and Methods
8. Agriculture
   - Economics and Farm Management
   - Agricultural Marketing
9. Range Management
   - Surveying
   - Soil and Water Conservation
   - Map Making
   - Irrigation

The certificates lead to admission to tertiary agricultural diploma courses and are on the level of secondary vocational courses in the United States. The college is proposing and developing diploma courses which will be post-C.O.S.C. or post-certificate courses and which will be comparable to Associate in Agriculture degrees in the United States.

The courses are offered on a "credit factor" basis. This is similar to the U.S. credit system used in many colleges and universities. Lectures equal one credit per class hour per week. Laboratory or practical work is equal to ½ credit per hour in session per week. A U.S.-style grading system is used with cumulative grade point average indicated on the school's transcript. (See Document 6, Certificate in Community Development, Botswana Agricultural College.)

Lesotho Agriculture College
Maseru, Lesotho

In 1975 the Lesotho Agricultural Training School was upgraded to its present college status.[4] Two certificate courses, in agriculture and domestic science, are offered to Junior Certificate holders. The courses may be considered at the level of secondary vocational programs in the United States. In 1975 the College began offering a two-year program leading to a Diploma in Agriculture to Cambridge Overseas School Certificate holders with passes in at least science, math, and English. These courses may be considered at the level of American two-year college courses leading to the associate degree. Students entering the program have completed secondary school, and if they are very successful in their programs, they may be admitted to higher academic programs in agriculture in their country or in other countries in Africa (e.g., University College of Swaziland, Bachelor of Agriculture). There are six terms in the program, each with 12 teaching weeks, consisting of thirty-eight, 45 minute periods. The ratio between theory and practice is approximately 60:40. Credit factor ratings are calculated on the basis of 12 theory periods or 36 practical periods, each being equivalent to one credit factor.

The course is a full-time residential course, preceded by a four-month pre-entry course designed to give the students a period of practical experience and some instruction in the principles of agriculture. No advanced standing credit should be considered for the pre-entry period.

Successful students will be awarded a Diploma in Agriculture with the levels of attainment being pass, pass with credit, or pass with distinction. The following 20-point grading system is used:

Grade	Designation
15-20	Distinction
12-14	Credit
10-11	Pass
0-9	Fail

Continual and final assessment is made for each subject each term. A student must pass the first year as a whole before being admitted to the second year. At the end of the sixth term, final examinations are held on all subject matter covered in the six-term program.

Transfer credit for the Diploma in Agriculture may be calculated by divid-

4. The College is in negotiation with the National University of Lesotho to become an affiliated school.

ing the credit factors awarded by 2.9. This figure is calculated by finding the ratio of credit factors for the two-year period to the average credits for two years in a U.S. college. The ratio of 172 to 60 is 2.9 to 1.

The University Faculty of Agriculture
(University of Botswana and Swaziland)
P.O. Luyengo, Swaziland

The Faculty of Agriculture offers agricultural education at the certificate and diploma levels as well as at the degree level in Swaziland. The Faculty has continued the certificate courses which were offered at the Swaziland Agricultural College at Luyengo from 1966 to 1972 when the college became fully integrated with the University. Currently, the Faculty offers one certificate course, four diploma courses and a degree course.

The university runs an experimental farm specializing in the production of maize, cotton, potatoes, beans, soybeans, pineapple, pumpkins, bulrush, millet, and lucerne. There is also a field crops laboratory and a livestock farm.

The certificate course is a two year secondary-level course with entry based on satisfactory completion of the Junior Certificate. The course regulations were being revised during 1978-79. Prior to that time the Certificate in Agriculture was similar to the one described in the section on Botswana Agricultural College.

Diplomas are awarded in agriculture, agricultural education, animal production and health, and home economics. The entrance requirements for these programs is either the C.O.S.C., with credits in English and mathematics, or a First Division in the two-year Certificate in Agriculture course. The diploma courses are two years in duration and are assessed at the end of each semester. In order to be admitted to the second year, students must have a 2.0 grade point average (gpa). A final grade is calculated by combining the gpa with the final exam marks in the proportion of 3:1.

All students must undertake practical assignments. They must maintain individual plots of irrigated vegetables and also establish plots of the main crops grown in Swaziland. The final year they conduct a poultry project concerned with planning and day-to-day management and marketing.

A list of subjects studied during the two-year Diploma in Agriculture program is given below.

1. 12-week Introductory Course
   - Intro. Biology
   - Intro. Chemistry
   - Intro. Physics
   - Intro. Mathematics
   - Farm Building
   - Tractor Driving
2. Biological Sciences
   - Ecology
   - Entomology
   - Genetics
   - Plant Pathology
   - Parasitology

3. Physical Sciences
   Biochemistry
   Geology
   Soil Science
4. Crop Production
   Farm Project
   Field Crops
   Fruit Production
   Pastures & Fodder Crops
   Principles of Crops
   Tutorials
   Vegetable Production
5. Animal Production
   Animal Breeding
   Animal Farm Project
   Animal Health & Hygiene
   Animal Husbandry Seminar
   Beef Production
   Dairy Production
   Feeds & Feeding
   Pig Production
   Poultry Production
   Sheep & Goat Production
6. Agricultural Engineering
   Assignment
   Farm Mechanisation
   Tractor Driving
7. Agricultural Economics
   Agricultural Development
   Agricultural Economics
   Agricultural Marketing
   Agricultural Surveying
   Agriculture of Botswana and Swaziland
   Assignment
   Extension Methods
   Farm Accounts & Records
   Farm 3riefing & Dairy
   Farm Management
   Tutorials
   Vacation Extension Practical
8. Water Management
   Irrigation
   Soil Conservation

The diploma transcripts will appear with credit factors ‘ndicated just as for the diploma course in Lesotho. (See the discussion of transfer of credit under description of the Lesotho Agriculture College.) The same procedure for determining transfer credit applies to Swaziland. Grading is very strict and follows normal U.B.S. scales. A grade of D is an acceptable mark.

The diploma students are taught by the same faculty as the B.Sc. students. Much of the material is the same. However, diploma students have only 12 weeks of introductory courses in biology, chemistry, physics, and mathematics, while the B.Sc. students complete a two-year Faculty of Science (Part I) program. The diploma is a qualification for entrance to the B.Sc. in Agriculture program but only the outstanding diploma students are selected for the program. Due to the inflexibility of the degree structure (and to prestige factors in Swaziland), diploma-course credit is not applicable to degree programs. However, diploma courses are on the level of U.S. Associate in Agriculture courses, and undergraduate admission with transfer credit as applicable to the program the student is entering should be considered for these diplomas. Transfer credit for the introductory science courses should be allowed only upon verification of knowledge by a U.S. faculty member either through examination or in discussion with the student.

Students studying toward the B.Sc. in Agriculture are admitted initially to Part I (the first two years of study) of the Faculty of Science of U.B.S. and follow that curriculum. They then transfer to the Faculty of Agriculture for Part II (the last two years). Formal examinations take place at the end of each year. The B.Sc. in Agriculture is comparable to a B.Sc. in Agriculture in the United States. Assessment and recording procedures are described in Chapter Seven, "Higher Education."

Because so few students are enrolled in the B.Sc. Agriculture program, it has proved to be an expensive program to maintain. There are five departments within the Faculty: Agricultural Economics, Extension and Education; Animal Production and Health; Crop Production; Home Economics; Land Use and Mechanisation.

Health Education

Training programs in the allied health fields fall under the jurisdiction of the Ministries of Health. In all three countries, there is an urgent need for trained medical and allied health personnel to improve local health services, although demand for specialists, such as radiologists, physiotherapists, and laboratory technicians, is fairly limited. At present, these people are primarily trained overseas and this arrangement will probably continue due to the economic realities involved. However, nurses and a few other specialists are trained in Southern Africa.

Secondary Level Programs

In general, the secondary-level health programs offered require the Junior Certificate for admission. Training is aimed at producing practical nurses, health assistants, and sanitary inspectors who can be immediately employed in the profession. During the program for nurses, the students are known as enrolled nurses. Table 10 is a sample of the certificate-type program offered at the Botswana National Health Institute.

Table 10

General Plan of Curriculum for Enrolled Nurses
National Health Institute, Botswana

First Year		Second Year	
Weeks	Courses	Weeks	Courses
12	Science & Fundamentals of Nursing	8	Obstetric Nursing
4	Introduction to Medical & Surgical Nursing	8	Paediatric Nursing
24	Medical & Surgical Nursing	4	Casualty
8	Theatre	8	Psychiatric Nursing
4	Vacation	8	Public Health & Tuberculosis Nursing
		12	Medical & Surgical Nursing
		4	Vacation

Source: "Curriculum for Enrolled Nurse Training at the National Health Institute, Botswana," Ministry of Health, p. 3.

Assessment is continual, and the Nursing Council of Lesotho, Botswana and Swaziland administers exams at the end of the certificate courses.[5] Programs of practical nursing leading to the Enrolled Nurse Certificate are offered in these three countries at the institutions listed below:

National Health Institute	Gaborone, Botswana
Queen Elizabeth II Hospital	Maseru, Lesotho
Maluti Hospital	Maluti, Lesotho
Roma Hospital	Roma, Lesotho
Ainsworth Dixon Training Hospital	Manzini, Swaziland

The programs for practical, or enrolled, nurses are quite intensive and continue for two years. Vacations are used for practical training. Students who complete the program may be considered to have completed a program comparable to a vocational secondary program in nursing in the United States.

Other two-year programs offered after the Junior Certificate include a training program for health assistants with a clinical concentration, or with a sanitation concentration. These are purely technical programs to satisfy public need for clinical technicians and sanitary inspectors.

Post-C.O.S.C. Programs

The Botswana National Health Institute has developed a program leading to a General Nurse Diploma that is comparable to a Registered Nurse Diploma program in the United States. (See Table 11.) Entrance to the program is based upon completion of the C.O.S.C. (In Swaziland, there is a similar State Registered Nurse course.)

These three-year courses include anatomy and physiology, chemistry, physics, pharmacology, nutrition, microbiology, first-aid, personal and communal hygiene, fundamentals of nursing, orientation to professional nursing, psychology, and sociology.

The holders of the General Nurse Diplomas have completed a three-year curriculum comparable to that for registered nurses in the U.S. If eligible for admission to U.S. institutions, diploma holders should be considered for credit on the same basis as graduates of hospital schools of nursing in the United States. However, it should be noted that registration as a nurse does not necessarily mean that a person has the pure academic qualifications for admission to a university, nor does it imply automatic licensing in the United States, since specific state requirements must be met. (See Document 7, General Nurse Certificate.)

If a student wishes to study midwifery, there is an additional one-year certificate course offered. Enrolled nurses or registered nurses may enroll in this course. The qualification is comparable to non-graduate midwives' certification in the United States. The qualification alone is not sufficient for university admission but should be taken into consideration along with academic credentials.

5. In 1977, Botswana established its own Nursing Council.

Table 11

General Plan of the Curriculum for General Nurse Training

First Year		Second Year		Third Year	
Weeks	Courses	Weeks	Courses	Weeks	Courses
24	Preliminary Period	24	Obstetrical Nursing	20	Medical Nursing
24	Intro. to Medical & Surgical Nursing	12	Paediatric Nursing	20	Surgical Nursing
		4	Casualty	4	Public Health Nursing
4	Vacation	12	Psychiatric Nursing	4	Tuberculosis Nursing
		6	Operating Theatre	4	Vacation
		2	Recovery Room		
		4	Vacation		

Source: "Curriculum for Nurse Training at the Botswana National Health Institute, Gaborone," Ministry of Health, p. 15.

It is suggested that the evaluation of these nursing program graduates be made on the same basis as that used for graduates of U.S. hospital degree programs in nursing (on a course-by-course basis).

The Botswana National Health Institute also offers post-C.O.S.C. programs for pharmacy technicians, laboratory technicians and dental technicians. Wherever possible, courses for nurses, pharmacy technicians, lab technicians and dental technicians are integrated. For instance, the same anatomy and physiology course is offered to all four groups of students.

The teachers of these programs are doctors and nurses who hold bachelor's degrees in nursing or teaching from overseas. Beginning in 1976, the University of Botswana and Swaziland (U.B.S.) in Gaborone began offering the Bachelor of Education (Nursing) to provide teachers (known as nurse tutors) for the National Institute of Health in Botswana and for similar programs in Lesotho and Swaziland.

In-Service Vocational/Technical Programs

In Botswana, Lesotho, and Swaziland, vocational/technical training takes place in many establishments outside the regular educational system. Normally, in-service training consists of short courses to prepare students for a particular skill. The courses are usually offered in local community trade centers or rural development centers.

Some training is also offered by national service organizations such as the Brigades in Botswana, a group set up primarily to train primary school-leavers in skills needed by a local area. Training and productive work are combined. There may be some classroom learning involved, but usually it is a very small proportion of these technical programs. At most, one day a week may be devoted to math, English, science, or developmental studies. Trade production and the marketing of a product occupy the other four days. Brigade certificates are completely technical. The importance of the Brigade

movement lies in the fact that it is an educational innovation which includes three important elements for the development needs of Botswana—education, employment and production.

Selected in-service vocational/technical training programs in all three countries are listed below.

Botswana

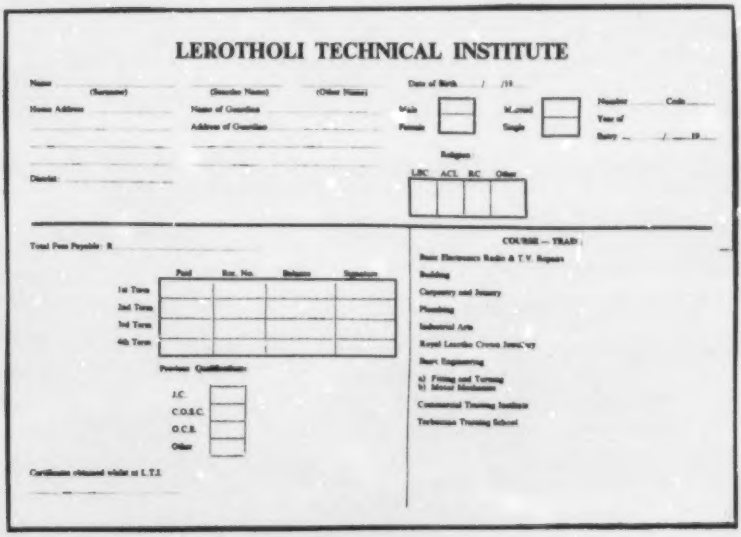
Name of Program	Training Subject	Ministry
Brigade Centers Ministry of Education Dept. of Tech. Education Private Bag 003 Gaborone, Botswana	Trades (e.g., dressmaking, carpentry, leatherwork, pottery); life-oriented training to meet needs of local community.	Education
Denmar Rural Training Center P.O. Box 328 Gaborone, Botswana	Farmer's training; teacher training in farming and agriculture; short courses.	Agriculture
Division of Agriculture Extension Ministry of Agriculture Private Bag 113 Gaborone, Botswana	Farming techniques; technical support for agricultural training.	Agriculture
Madiba Adult Education Center Education Training Unit Private Bag 12 Mahalapye, Botswana	Primary teachers' in-service training; village leadership; bookkeeping for local traders.	Education
Tatume Community College Adult Education Dept. P.O. Box 2 Tatume, Botswana	Literacy; leadership; primary teachers' in-service training; vegetable gardening.	Education

Lesotho

Cooperatives & Marketing Ministry of Agriculture P.O. Box 24 Maseru, Lesotho	One-to-one agricultural training in crops, livestock, etc.	Agriculture
Farmer Training Centers Cooperative Division P.O. Box 89 Maseru, Lesotho	Short residential courses for farmers and housewives (some up to 10 months).	Agriculture
Health Education Unit Ministry of Education P.O. Box 514 Maseru, Lesotho	Maternal and child health training; hygiene; home economics	Health
Lesotho Co-op/Credit Union League; P.O. Box 439 Maseru, Lesotho	Bookkeeping	Information not available (N/A).

Lesotho Youth Service P.O. Box 773 Maseru, Lesotho	Agriculture; carpentry; dressmaking; trades to meet community needs.	N/A
Thaba Khupa Institute P.O. Box 929 Maseru, Lesotho	Agriculture course for primary school-leavers (two-year courses).	N/A
Save the Children Fund P.O. Box 286 Maseru, Lesotho	Carpentry; welding; jewelry-making	N/A
	Swaziland	
Genia Youth Service Matsapha, Swaziland	Farm and leadership training; building; carpentry; horticulture (11-month courses).	N/A
Rural Education Centres Ministry of Education Mbabane, Swaziland	Adult literacy; Domestic science; agricultural training; women's training.	Education
Sebenta National Institute Sebenta, Swaziland	Adult literacy.	N/A
Swaziland International Education Centre P.O. Box 347 Mbabane, Swaziland	Furniture-making (one-year course).	Education

Though some of the courses listed above might lead to single subject trade tests, none of the programs is academic in nature. The courses should not be considered for transfer as academic credit at any level. Persons presenting credentials from the programs should be considered for university admission only if qualified on the basis of other academic credentials.



LEROTHOLI TECHNICAL INSTITUTE

Name ... (Surname) ... (Forenames) ... (Other Names)

Home Address ...

Name of Guardian ...

Address of Guardian ...

District ...

Date of Birth .../.../19...

Male / Female

Married / Single

Number ... Code ...

Year of Entry ... / ... ID ...

Religion

LBC ACL RC Other

Total Fees Payable: R ...

	Paid	Rec. No.	Balance	Signature
1st Term				
2nd Term				
3rd Term				
4th Term				

Previous Qualifications:

J.C.

C.O.S.C.

G.C.E.

Other

Certificates obtained whilst at L.T.I.

COURSE — TRADE:

Basic Electronics Radio & T.V. Repairs

Building

Carpentry and Joinery

Plumbing

Industrial Arts

Royal Lesotho Crown Jewellery

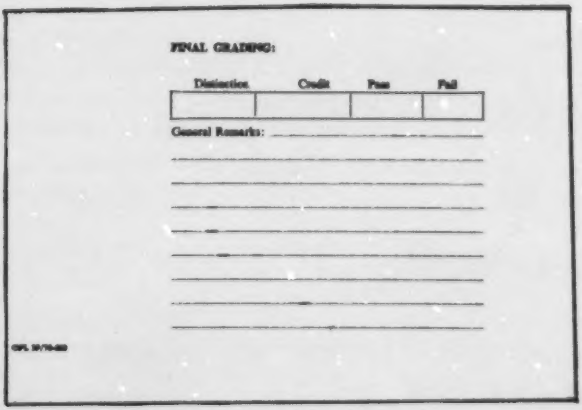
Basic Engineering

a) Fitting and Turning
b) Motor Mechanics

Commercial Training Institute

Technician Training School

Document 5a. Technical Institute Student Record



FINAL GRADING:

Distinction	Credit	Pass	Fail

General Remarks: ...

GPL 30/70-600

Document 5b. Reverse of 5a

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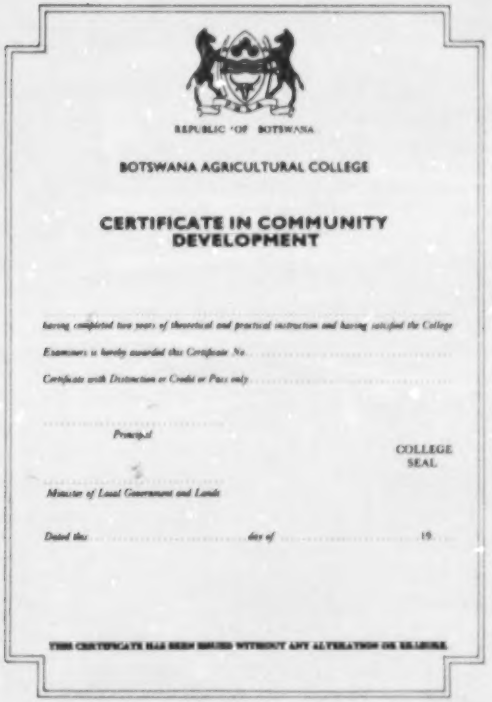


REPUBLIC OF BOTSWANA

BOTSWANA AGRICULTURAL COLLEGE

CERTIFICATE IN COMMUNITY DEVELOPMENT

having completed two years of theoretical and practical instruction and having satisfied the College Examiners is hereby awarded this Certificate No.

Certificate with Distinction or Credit or Pass only

Principal

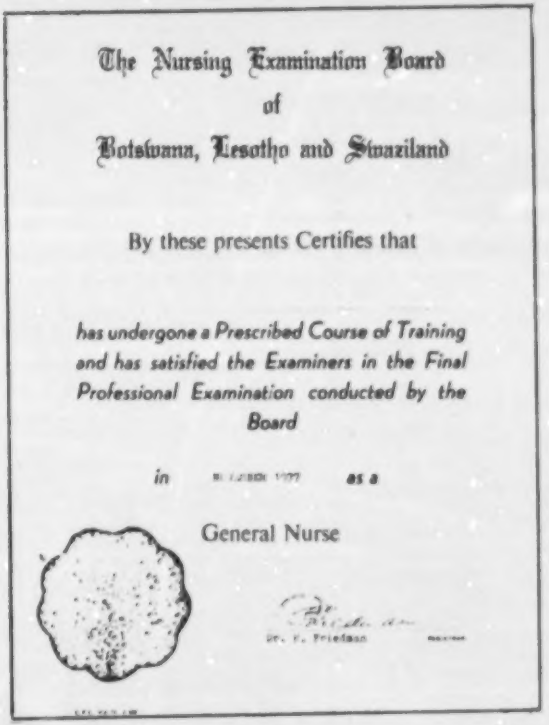
COLLEGE SEAL

Minister of Local Government and Lands

Dated this day of 19

THIS CERTIFICATE HAS BEEN ISSUED WITHOUT ANY ALTERATION OR ERASURE

Document 6. Certificate in Community Development



The Nursing Examination Board

of

Botswana, Lesotho and Swaziland

By these presents Certifies that

has undergone a Prescribed Course of Training and has satisfied the Examiners in the Final Professional Examination conducted by the Board

in [illegible] *as a*

General Nurse

Dr. F. Friedson

Document 7. General Nurse Certificate

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Chapter Seven

Higher Education: The Universities

Background

The National University of Lesotho and the University of Botswana and Swaziland are outgrowths of a common university. In 1946, Pius XII College in Roma, Lesotho, was opened by Catholic missionaries. At that time, there was a special relationship with the University of South Africa which examined the students and offered degrees in Arts, Science, Commerce, and Education. In the early 1960s, difficulties arose over racial restrictions on student residence required by the University of South Africa. An independent, non-denominational university was established by Royal Charter through the High Commission for Basutoland, Bechuanaland and Swaziland, establishing the University of Basutoland, Bechuanaland and Swaziland (U.B.B.S.). In 1966 this became the University of Botswana, Lesotho and Swaziland (U.B.L.S.). U.B.L.S. offered its first degrees in 1967, in Science, Education and Law. The five-year Law degree included two years of study at the University of Edinburgh. The other degrees required four years of study at U.B.L.S.

U.B.L.S. was funded equally by the governments of all three countries, but the main campus was in Lesotho, and there was no university presence in Botswana or Swaziland, with the exception of the beginnings of the Faculty of Agriculture (in 1966) in Luyengo, Swaziland. With independence, a number of reports were made on higher education and the developmental needs in the three countries. It was recommended that campuses be established in all three countries. In 1973, new campuses were opened in Gaborone, Botswana, and in Kwaluseni, Swaziland.

In 1975, Lesotho withdrew from U.B.L.S. and became the National University of Lesotho (N.U.L.). Botswana and Swaziland then established the University of Botswana and Swaziland (U.B.S.). Plans for the future indicate that by 1982, the two constituent colleges (the University College of Botswana and the University College of Swaziland) of U.B.S. will become the University of Botswana and the University of Swaziland.

The three institutions have a common history and heritage. Due to economic necessity, geographic location, and political realities, close ties will be maintained in the future. Their patterns of study and programs are closely related and are often coordinated so that courses are not duplicated from one country to another.

The universities are four-year institutions. Though established by Royal Charter, the schools do not reflect the typical British pattern of education due to the fact that higher secondary schools and A-level examinations have never been established in Botswana, Lesotho, and Swaziland.

Degrees

The bachelor's degrees offered by the National University of Lesotho and the University of Botswana and Swaziland should cause U.S. admissions officers no concern, for the nomenclature is the same as in the United States. Bachelor's degrees are followed by master's degrees (very few are awarded) and will be followed by Ph.D.'s as the universities develop. The diplomas and certificates offered may present some problems and will be described as fully as possible under the University Descriptions at the end of this chapter.

Admissions

The normal basic requirement for entry to degree courses is the Cambridge Overseas School Certificate in the First or Second Division, with a credit in English language (and a credit in mathematics if a student wishes to enroll in a B.Sc. program). Recognized alternative qualifications are as follows:

(1) A General Certificate of Education, provided that the candidate—
   (a) has taken examinations at Ordinary level in at least six subjects in not more than two sittings;
   (b) has passed at Ordinary level in at least four subjects, including English language (and a pass in mathematics if the student wishes to register for a B.Sc. degree), provided that the qualifying subjects do not include more than one of the following subjects: art, commercial studies, cookery, general housecraft, geometrical and mechanical drawing, geometrical and building drawing, health science, metal work, needlework, music, surveying, and woodwork;
   (c) has a grade aggregate not exceeding 34 for the six subjects.

(2) A Matriculation Certificate or a Matriculation Exemption of the Joint Matriculation Board of the Republic of South Africa, provided that the candidate has passed English at Higher Grade Level.

For a few diploma and most certificate courses, Passes in the 3rd Division on the C.O.S.C. are considered acceptable. There are other exceptional admission requirements for certificates; these will be listed under University Descriptions.

Plan of Study

The bachelor's degree programs at these universities are generally four years in duration, consisting of Part I (first two years) and Part II (last two years). The first year in all bachelor's programs is known as the Common First Year. Students must choose to study in either humanities and social sciences or

in science. Students pass to Year II if they have an average mark of 50 in their courses. If students obtain an overall pass but fail a course, they must repeat it in Year II and pass it before they proceed to Year III. The Common First Year includes basic general education courses. The courses for both programs are listed below.

Common First Year for Humanities and Social Sciences

12 units of communication skills
6 units, African studies
6-10 units, mathematics/statistics
Sufficient units of optional courses to make an overall total of 33-39 units.

Common First Year for Sciences

6 units, biology	3 units, geography
8 units, chemistry	7 units, mathematics
4 units, English	8 units, physics

During Years II, III and IV, students must take a minimum of 108 units successfully in order to be granted a bachelor's degree. Course distribution and regulations differ from department to department. Students may concentrate in one or two major areas.

Master's degree programs are normally research oriented, though some coursework may be required. The programs last from one to two years. There are very few students enrolled in master's degree programs. The universities have the capability to offer Ph.D. research-oriented programs and are planning to do so. Currently, there are no Ph.D. programs.

Courses and Credits

Each academic year is broken into two semesters of 15 weeks each. Students may register for both semesters at the beginning of the year. There is a registration period at the beginning of the second semester to allow for course changes, and to allow students who did not register for the full year to register for the second semester. There is a final exam period of two weeks at the end of each year. Each subject taught at the universities is divided into courses, and each course is assigned a number of units. One course unit represents one timetabled lecture/tutorial per week, or one three-hour practical per week for one semester. Courses may be one or two semesters in length. A normal full-time load is considered 18 units. Students must be registered for at least 33 units and not more than 39 units per year. In other words, a unit is equivalent to a semester credit in the United States. Courses may be transferred on a course-by-course basis as applicable to the receiving U.S. institution.

Courses are denoted by symbols such as C304-6. In this case the letter denotes the subject, Chemistry; the first digit indicates the year of study, the third; the second and third digits designate the course within the subject matter area; and the last digit designates the number of units assigned a course, six. (See Document 9, a and b, transcript from the University of Botswana and Swaziland.)

The course and credit system described above came into existence in 1974-75 in these universities. Prior to that time, the curriculum structure consisted of four years, with a program of General or Foundation studies the first year, followed by three years of full-year courses. Please note on the transcripts that both systems are indicated. (See Document 8, a, b, and c, transcript from the National Univer..ty of Lesotho).

Transcripts and Grades

Transcripts may be obtained by writing to the Assistant Registrar in Charge of Records at each campus. Students or U.S. admissions officers may request the transcripts.

Course assessment is continuous and is based on classroom work as well as on examinations. At the beginning of each course, the students are informed of how much weight will be given to daily work and how much value will be placed on final examinations. Typically, a third of the grade is based on coursework, and two-thirds of the grade is based on examinations. The weighting of the marks may vary from course to course.

Performance in a course is assessed on a numerical scale, and published course grades are on a six-point letter scale, based on the following equivalence:

A = 80 and above	Outstanding
B = 70-79	Very Good
C = 60-69	Good
D = 50-59	Pass
E = 40-49	Fail (supplementable)[1]
F = below 40	Fail

The overall results of a bachelor's degree are classified as follows:

I	First Class (A average)
II(i)	Second Class, First Division (B average)
II(ii)	Second Class, Second Division (C average)
P	Pass (D average)
F	Failure (E or F average)

If a student is prevented by illness or other sufficient cause from undertaking some of the requirements for normal assessment (tests, examinations, etc.), the University Senate may declare the candidate to have satisfied the Examiners and assign an overall grade to the student. This happens under very rare circumstances when there is much evidence as to what a student's grade would be. In such a case, a student will present a degree or mark called an aegrotat degree or mark.

1. Subject to Faculty restrictions and recommendations, a student who receives a grade of E may retake an examination. Normally the supplementary exam must be taken prior to the next school year. The supplementary mark will count in place of the original mark in the overall average, but both marks will appear on the transcript.

It is very difficult to translate the grading system into the traditional A-F U.S. grading system. The grade of A is rarely given. There may be one graduate a year in any given department who receives a First Class degree. The grades of B and C are considered very strong grades; to receive a D is to receive a respectable grade. In order to receive a degree, an overall D average must be obtained. A D-average is, therefore, comparable to a C-average in the United States. In order to pursue graduate study in Lesotho, Botswana or Swaziland, a candidate must achieve at least a Second Class degree. With this in mind, it is suggested that selective U.S. institutions consider candidates with First and Second Class degrees for graduate admission.

Grading of Certificates and Diplomas. The same grading scale is used for course results in certificate and diploma programs. However, the overall results are classified as follows:

A or B	Pass with Distinction	D	Pass
C	Pass with Credit	E or F	Fail

Sample Curricula

The following sample curricula demonstrate how courses are structured in Southern African universities. The course designations are as follows: the letters refer to the departments; the first number refers to the year in which the course is offered; the third and fourth numbers refer to the sequence of the subject matter; the numbers after the hyphen indicate the credits.

1. Bachelor of Commerce in Accounting, National University of Lesotho (N.U.L.)
   Length of Course: 4 years.
   Faculty: Social Sciences.
   Department: Accounting and Commerce.

Year I: Common First Year in Faculty of Social Sciences and Humanities; *or* Certificate in Business Studies.

Year II: AC201/2 - 8, Financial Accounting I; EC201/2 - 8, Economics; ST201/2 - 6, Statistics; AC203 - 4, Introduction to Business Administration; plus 7-13 units of elective courses.

Year III: AC301/2 - 8, Financial Accounting II; L201 - 8, Law of Contract; ST207 - 2, Introduction to Computers; ST208 - 2, Business Calculations & Data Processing; plus 7-13 units of elective courses.

Year IV: AC401/2 - 8, Financial Accounting III; AC411/12 - 8, Auditing; AC404 - 4, Taxation; AC403 - 4, Managerial Economics; plus 1-7 elective units.

2. Bachelor of Arts and LL.B. (N.U.L.)
   Length of Course: 6 years, B.A. awarded after 4 years.
   Faculty: Social Sciences.
   Department: Law.

Year I: Common First Year plus L101 - 3, Introduction to Law and Legal Method.

Year II: L201 - 8, Law of Contract; L202 - 8, Family Law; L203 - 4, Constitutional Law; L204 - 4, Administrative Law; plus 12 units of non-law courses.

Year III: L301 - 8, Criminal Law; L302 - 8, Delict; L303 - 4, Mercantile Law I; L304 - 4, Labour Law; L305 - 5, Public International Law; plus eight optional units of non-law courses.

Year IV: L401 - 8, Law of Property; L402 - 4, Conflicts of Law; L403 - 4, Jurisprudence; L404 - 4, Legal Aspects of Economic Development; L405 - 4, International Organizations; L406 - 4, Sociology of Law; plus eight optional units of non-law courses.

Year V: L501 - 8, Dissertation; L502 - 8, Succession and Administration of Estates; L503 - 4, Law of Business Associations; L504 - 4, Mercantile Law II; L505 - 4, Conveyancing and Notarial Practice; L506 - 4, one of the following selected topics: Criminology, Comparative Law, Law and Population, Law and the Environment, Human Rights.

Year VI: L601 - 8, Law of Evidence; L602 - 8, Criminal Procedure (including Moot Court); L603 - 8, Civil Procedure (including Moot Court); L604 - 4, Taxation; L605 - 4, Bookkeeping and Accounts for Legal Practitioners.

3. Bachelor of Arts in African Language and Literature (U.B.S.)/University College of Swaziland
   Length of Course: 4 years.
   Faculty: Humanities.
   Department: African Languages and Literature.
   To major in African Languages and Literature, a student must take at least 48 units in the subject starting from Year II.

Year I: Common First Year in Humanities plus—AL101 - 3, Introduction to the Study of Language; AL102 - 3, Introduction to Linguistics; AL103 - 3, Introduction to African Modern Literature.

Year II: AL202 - 3, Introduction to General Phonetics; AL203 - 3, Linguistic Analysis: Phonology; AL204 - 3, Fiction and Drama; AL205 - 3, Poetry.

Year III: AL301 - 3, Introduction to Historical Linguistics; AL302 - 3, History of Linguistics from the Earliest Times to the Twentieth Century; AL303 - 3, Traditional Prose; AL304 - 3, Modern Literature; AL305 - 3, Individual Projects; AL306 - 3, Comparative Linguistics; AL307 - 3, Introduction to the Study of a Second Language Outside the Language Group.

Year IV: AL401 - 3, Phonology Theory; AL403 - 3, Grammatical Theory; AL404 - 3, Historical Linguistics; AL405 - 6, Textual Criticism.

4. Bachelor of Science, U.B.S./University College of Botswana
   Length of Course: 4 years.
   Faculty: Science.
   Department: Mathematics.

Year I: Common First Year in Sciences, including 10 units in Mathematics of Algebra and Trigonometry.

Year II: 17 units of mathematics chosen from: M201 - 5, Further Calculus and Analytic Geometry; M202 - 3, Extended Calculus and Analytic Geometry; M220 - 6, Methods of Linear Algebra, Numerical Methods and Computer Programming; M251 - 3, Introduction to Mathematical Statistics; M272 - 3, Introduction to Linear Programming; 10 units of Physics; Additional elective units.

Years III and IV: 35 units in mathematics—24 units in one minor subject and 24 units in a second minor subject or Concurrent Diploma in Education. The 35 math units are chosen from: M310 - 8, Algebra; M321 - 5, Mathematical Methods; M322 - 5, Complex Variable Methods; M324 - 4, Further Mathematical Methods; M331 - 4, Introduction to Real Analysis; M390 - 6, Dynamics; M371 - -, Mathematical Modelling; M411 - 5,

Advanced Algebra; M412 - 5, Topology; M431 - 5, Advanced Analysis; M432 - 5, Functional Analysis; M421 - 5, Advanced Mathematical Methods; M422 - 5, Numerical Analysis; M461 - 5, Advanced Dynamics; M462 - 5, Statistical Mechanics; M451 - 5, Mathematical Statistics; M452 - 5, Probability; M471 - 5, Operational Research; M472 - 5, Project.

Higher Degrees

Very few students pursue degrees at levels higher than the bachelor's in Botswana, Lesotho or Swaziland. However, it is possible currently to pursue degrees at the master's level. Admission to master's programs normally requires that applicants hold a bachelor's degree in at least the Second Class. The master's degrees normally require the equivalent of two academic years of full-time study. The curricula generally include coursework, supervised research, and a thesis. Arrangements can be made for students pursuing their degrees to do research outside the country if it is pertinent to the field of study.

The universities in all three countries offer the Master of Arts, Master of Science, and Master of Education degrees. As the universities develop, there are plans to offer degrees at the doctoral level.

University Descriptions

The universities, in general, are good, small institutions of higher learning and would compare favorably to small, four-year colleges in the United States.

The professors are well qualified. Their degrees come literally from around the world. Many faculty members are expatriates, and the campuses are, therefore, quite international in character. The libraries, though small, are well-ordered and useful. The journals and books are of the same type found in libraries in U.S. colleges and universities. Special care has been put into funding the libraries because educators realize that such resources are often not available outside the university libraries. This is not to say, however, that the libraries could not be improved.

The information for the following descriptions comes primarily from university calendars (bulletins) and from general statistical reports from the Ministries of Education.

National University of Lesotho

Address: P.O. Roma
Lesotho, Africa

Background:
1946—Founded as Pius XII College.
1964—Became University of Bechuanaland, Basutoland and Swaziland.
1966—Became University of Botswana, Lesotho and Swaziland.
1975—Became National University of Lesotho (N.U.L.).

Academic Year: August-May, two semesters.

Library Holdings: over 120,000 volumes; 1,000 journals.

Enrollment (1977-78): approximately 727.

Faculty (1977-78): approximately 103.

Degrees (Undergraduate & Post-graduate): Bachelor's. The M.A. or M.Sc. is offered in many of the fields below.[2]

Faculty of Humanities

Majors: African languages & literature, English, French, theology.

Diploma in Theology: Entry—C.O.S.C.; length—two years; content—one year of theology, one year of general education; program—academic in nature, uses regular university classes.

Certificate in Practical French: Entry—C.O.S.C.; length—taken concurrently with another degree program; content—French language and structure; program—academic qualification for language attainment, uses regular university classes.

Faculty of Social Sciences

Majors: Accounting & commerce, economics, geography, government & administration, history, law, social anthropology/sociology, statistics.

Certificate in Business Studies: Entry—J.C. and minimum age of 19; length—six courses in business, part-time; content—business and commerce courses; program—vocationally oriented, classes held separately from university classes.

Diploma in Business Studies: Entry—Certificate in Business Studies with a credit or distinction; length—two years, part-time; content—business and economics courses and management courses; program—vocational in nature, does not use regular university classes.

Certificate in Statistics: Entry—C.O.S.C.; length—two years, full-time, 64 academic units; content—computer science, mathematics, statistics; program—academic in nature, uses regular university classes.

Diploma in Statistics: Entry—Certificate in Statistics with credit or distinction; length—one year, full-time, 32 academic units; content—statistics, applied and theoretical; program—academic in nature, uses regular university classes.

Diploma in Law: Entry—C.O.S.C.; length—two years, full-time, 65 academic units; content—general education courses and law courses; program—academic in nature, uses regular university classes.

Faculty of Science

Majors: Biology, chemistry, geography, mathematics, physics, statistics.

Faculty of Education

Majors: Educational foundations, language education, science education, social education.

For all information on university diplomas and certificates in education see Chapter Five, "Teacher Training."

Special Information: The Institute of Extra-Mural Education is the Division of Adult Education of N.U.L. and offers such programs as public lectures, training in public administration, assistance for the Credit Union Movement, and courses for businessmen.

The Division of Labour Studies conducts education and research in the fields of trade union and migratory labour.

UNIVERSITY OF BOTSWANA AND SWAZILAND
University College of Botswana

Address: Private Bag 0022
Gaborone, Botswana, Africa

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2. For degrees and diplomas in education, see "University Programs in Education," Chapter Five.

Background:
1976—Founded as direct successor of the University of Botswana, Lesotho and Swaziland.

Academic Year: August-May, two semesters.

Library Holdings: over 40,000 volumes.

Affiliated Institutions:
Francistown Teachers' Training College;
Lobatose Teachers' Training College;
Serowe Teachers' Training College.

Enrollment (1977-78): approximately 691.

Faculty (1977-78): approximately 105.

Degrees (Undergraduate & Post-graduate): Bachelor's. The M.A. or M.Sc. is offered in many of the fields below.[3]

Faculty of Economic and Social Studies

Majors: Accountancy, economics, history & geography, law, political & administrative studies, sociology, statistics.

Certificate in Statistics: Entry—C.O.S.C.; length—two years, part-time; content—economics, general education courses, statistics; program—academic in nature, uses regular university classes.

Diploma in Statistics: Entry—Certificate in Statistics; length—approximately three years, full-time, with one year in middle for practical experience, up to 90 units in regular classes of the university; content—applied and theoretical statistics; program—academic in nature, oriented exclusively to statistics, uses regular university classes.

Certificate in Accounting and Business Studies: Entry—J.C. and minimum age of 19; length—two years; content—arithmetic, bookkeeping, commerce, economics, English; program—vocational in nature.

Diploma in Accounting and Business Studies: Entry—Certificate in Accounting and Business Studies; length—two years; content—eight courses in business, accounting & economics; program—vocational.

Faculty of Education

Majors: Educational foundations, language & social science education, science education.

For all information on university diplomas and certificates in education see Chapter Five, "Teacher Training."

Faculty of Humanities

Majors: African languages & literature, English, French, theology & religious studies.

Diploma in Theology: Entry—C.O.S.C. in at least Third Division; length—two years, 54 units of study in B.A. humanities program, theology and general education; program—academic in nature, uses regular university classes.

Faculty of Science

Majors: Biology, chemistry, mathematics, physics, statistics.

Special Information: The Institute of Adult Education is the Division of Adult Education for the University College of Botswana and offers university extension non-credit short courses. It also offers in-service training, training in adult education and consultancies.

The National Institute of Development and Cultural Research (N.I.R.) stimulates, coordinates, implements and follows up research for long- and short-term concerns for the Government of Botswana. It also contains a Documentation Unit.

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3. For degrees and diplomas in education, see "University Programs in Education," Chapter Five.

University of Botswana and Swaziland
University College of Swaziland

Address:
Private Bag
Kwaluseni, Swaziland, Africa

Faculty of Agriculture
P.O. Luyengo
Swaziland, Africa

Background:
1975—Founded as direct successor of the University of Botswana, Lesotho and Swaziland.

Academic Year: August-May, two semesters.

Library Holdings: over 30,000 volumes, 7,000 journals.

Affiliated Institutions:
Nazarene Training College;
William Pitcher College.

Enrollment (1977-78): approximately 785.

Faculty (1977-78): approximately 104.

Degrees (Undergraduate & Post-graduate): Bachelor's. The M.A. or M.Sc. is offered in many of the fields below.[4]

Faculty of Humanities

Majors: African languages & literature, English language & literature, geography, history, sociology, theology & religious studies.

Faculty of Professional Studies

Majors: Accounting & commerce, commerce, economics, economics & social sciences, geography, law, political & administrative studies, statistics.

Public Service Law Diploma: Entry—C.O.S.C.; length—three years, full-time; content—general education and law courses; program—fully academic, trains para-legal workers, uses regular university classes.

Public Service Law Certificate: Entry—C.O.S.C.; length—one year; content—English and practical law; program—academic courses, uses regular university classes.

Diploma in Business Studies: Entry—C.O.S.C. in Third Division; length—two years; content—Part I of B.Com. degree; program—academic courses, uses regular university classes.

Certificate in Business Studies: Entry—J.C.; length—two years; content—accounting, business math, English, law; program—vocational, secondary level.

Faculty of Science

Majors: Biology, chemistry, mathematics, physics.

Faculty of Agriculture

Majors: Agricultural economics, animal production, crop husbandry, land use.

For all information on university diplomas and certificates in agriculture, see Chapter Six, "Technical/Vocational Education."

Faculty of Education

Majors: Curriculum and teaching, educational foundations and management.

For all information on university diplomas and certificates in education, see Chapter Five, "Teacher Training."

Continuing Education

Diploma in Adult Education: Entry—persons already engaged in adult education; length—two years, part-time; content—education, philosophy, planning, administration & evaluation of adult education, psychology; program—academic courses, uses regular university classes.

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4. For degrees and diplomas in education, see "University Programs in Education," Chapter Five.

Diploma in Management: Entry—managers; length—two years, part-time; content—business math, marketing, organizational behavior, production management, statistics, etc.; program—academic courses, uses regular university classes.

Special Information: The Institute of Development Management is housed on the Gaborone campus and assists with development management in Swaziland also.

The Division of Extra-Mural Services (D.E.M.S.) promotes continuing education, upgrading of services, in-service training, and administers the Diploma in Adult Education and the Diploma in Management.

NATIONAL UNIVERSITY OF LESOTHO

TRANSCRIPT OF ACADEMIC RECORD.

STUDENT _____ NO. _____

DATE	YEAR	COURSE	SUBJECT		GRADE
1975/76	II	B.A.+ CCE	English	II	B
			English	III	C
			Geography	II	C
			Geography	III	C
1976/77	III	B.A.+ CCE	English	(2401-3)	C
			English	(2402-3)	C
			English	(2403-3)	C
			English	(2404-3)	C
			Education	(2431-2)	B
			Education	(2436-2)	A
			Education	(2471-2)	C
			Education	(2476-2)	C
			Geography	(0303-7)	B
			Geography	(0304-7)	C
			Geography	(0305/306)	B
1977/78	IV	B.A.+ CCE	English	(2202-3)	C
			English	(2204-3)	B
			English	(2205-3)	C
			English	(2210-3)	B
			Economics	(2240-6)	B
			Geography	(30201-5)	C
			Geography	(30201-6)	C
			Theology	(2206-3)	B
			Education	(2211-2)	B
			Education	(2214-1)	C
			Education	(2215-2)	B
			Education	(2216-2)	B
			Education	(2416-2)	C
			Education	(2415-1)	Pass

Success in the Part One Examination in the Second Class, Second Division allowed by Senate on the 3rd June, 1977.

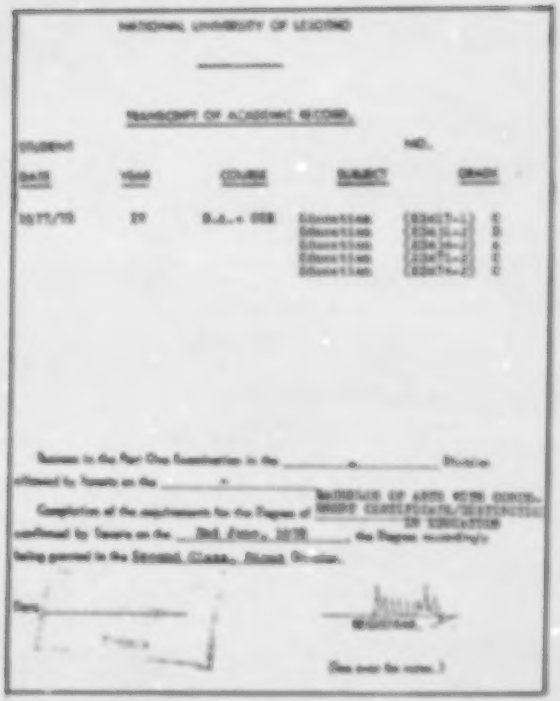
Completion of the requirements for the Degree of _____ confirmed by Senate on the _____, the Degree accordingly being granted in the _____ Division.

Date _____

REGISTRAR

(See over for notes.)

Document 8a. Transcript of Academic Record



NATIONAL UNIVERSITY OF LEUCONO

TRANSCRIPT OF ACADEMIC RECORD

STUDENT NO.

DATE	YEAR	COURSE	SUBJECT	GRADE
10/71/70	19	B.A.- 028	Elementary [03617-1]	C
			Elementary [03615-2]	D
			Elementary [03634-2]	A
			Elementary [03675-2]	C
			Elementary [03676-2]	C

Success in the Part One Examination in the _____ Division
affirmed by Senate on the _____.

Completion of the requirements for the Degree of [illegible]
IN EDUCATION
confirmed by Senate on the 2nd Feb., 1972, the Degree accordingly
being granted in the Second Class, Above Division.

Date _____

Registrar

(See over for notes.)

Document 8b. Second page of 8a

NOTES

The normal N.U.L. Degree curriculum extends over 4 years (LL.B. 4½ years), and is divided into two years of study for the Part One Examination and a further two years for the Part Two Examination. For the LL.B. there is a Part Three Examination.

There are no formal examinations at the end of the first and third years of study, students being assessed on the basis of internal tests and assignments throughout the year. It is not University policy for subjects grades to be released to candidates immediately after the end of the first year, only overall Proceed/Repeat/Fail lists being published. Where such grades (which correspond to those for the Part One and Part Two Examinations*) are released on a Transcript issued within 6 months of the end of the academic year in question, this is on the understanding that they will be treated as confidential during this period.

Results for each Part One and Part Two examination subject are classified according to the grading A (Outstanding), B (Superior), C (Good), D (Passing), E (Failure but with the possibility of a Supplementary Examination), F (Failure), the approximate respective percentages being: over 80%, 70-79, 60-69, 50-59, 40-49, below 39. Where a candidate has obtained the result shown in a supplementary examination, the symbol (which can never be higher than D) is underlined.

The overall results for the examinations are classified: First Class (A average); Second Class, First Division (B average); Second Class, Second Division (C average); Pass (D average); Failure (E, F average).

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*Up to April 1967 a straightforward Pass/Fail System was used; in these cases A = Pass with Distinction, B = Pass, C = Fail.

Document 8c. Reverse side of 8b

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TRANSCRIPT OF ACADEMIC RECORD.

STUDENT _____ NO. _____

DATE	YEAR	COURSE	SUBJECT		GRADE
1974/75	One	B.Sc.	Biology		
			Chemistry		
			Geography		
			Algebra		
			Calculus		
			Physics		
1975/76	Two	B.Sc.	Chemistry	201-4	
				204-4	
			[illegible]	202-3	
				206-4	
			[illegible]	101-5	
				210-5	
			[illegible]	105-5	
1976/77	Three	B.Sc.	Chemistry	303-4	
				305-4	
				306-4	
			[illegible]	307-4	
				314-4	
			Physics	301-4	
				302-4	
				303-6	
				311-4	
1977/78	Four	B.Sc.	Maths	421-4	
			Physics	401-4	
				402-4	
				403-2	
				404-4	
				406-4	
				407-4	

J 362 5
N 360 5

Success in the Part One Examination in the II(ii) Division allowed by Senate on the 21st July, 1976

Completion of the requirements for the Degree of BACHELOR OF SCIENCE confirmed by Senate on the 15th June, 1978, the Degree accordingly being granted in the II(i) Division.

Date 21st June, 1978.

for REGISTRAR.

(See over for page 1)

Document 9a. Transcript of Academic Record

NOTES

The normal U.B.S. Degree curriculum extends over 4 years (U.K. 4½ years), and is divided into two years of study for the Part One Examination and a further two years for the Part Two Examination. For the U.K. there is a Part Three Examination.

There are no formal examinations at the end of the first and third years of study, students being assessed on the basis of internal tests and assignments throughout the year. It is not University policy for subjects grades to be released to candidates immediately after the end of the first year, only overall Proceed/Repeat/Failliss being published. Where such grades (which correspond to those for the Part One and Part Two Examinations*) are released on a Transcript issued within 6 months of the end of the academic year in question, this is on the understanding that they will be treated as confidential during this period.

Results for each Part One and Part Two examination subject are classified according to the grading A (Outstanding), B (Superior), C (Good), D (Passing), E (Failure but with the possibility of a Supplementary Examination), F (Failure), the approximate respective percentages being: over 80%, 70-79, 60-69, 50-59, 40-49, below 39. Where a candidate has obtained the result shown in a supplementary examination, the symbol (which can never be higher than D) is underlined.

The overall results for the examinations are classified: First Class (A average); Second Class, First Division (B average); Second Class, Second Division (C average); Pass (D average); Failure (E, F average).

Document 9b. Reverse of 9a

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Chapter Eight

Placement Recommendations

Advice to Admissions Officers

Admissions officers should require a complete application from all applicants from Botswana, Lesotho and Swaziland. A complete application should include all degrees, diplomas or certificates earned, and transcripts where relevant. Documentation is available in Southern African countries by writing to the proper authorities as mentioned in the text. It is recommended that applicants be asked to submit original documents whenever possible. Copies should be made, and the originals returned to the applicants. Syllabuses, which may be required for determining placement based on transfer credit, can be obtained quickly (usually for a small fee) from the examining boards in England.[1]

In almost all cases, when evaluating secondary education documents from Southern Africa, only examination results are necessary. Transcripts from schools are rarely needed; if submitted, they are nearly impossible to evaluate in any meaningful way. Examination results are standardized and should be used to determine the applicant's eligibility.

A general guideline when evaluating certificates and diplomas from this area of the world is to consider a certificate a lower qualification than a diploma in the same field, although there are some exceptions. This guideline applies to technical/vocational certificates and diplomas as well as to university certificates and diplomas.

In each of the Southern African countries except South Africa, all of the education after the very early grades is taught through the medium of English. Students who have gone through this system have a firm grounding in English. If students meet the academic qualifications for university admission in the United States (i.e., have completed at least four GCE O-level exams or the equivalent, including having passed the English language O-level exam), they should have no difficulty studying in English in the United States. They may go through an adjustment period, but additional English language training will generally not assist them in becoming acclimated to U.S. speech patterns or accents.

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1. See Appendix B for address.

Placement Recommendations

[AUTHOR'S NOTE: The following placement recommendations are intended to assist admissions officers in making admissions and transfer-credit decisions. They are not to be considered as absolutes, but should be used in conjunction with institutional admissions policy. The appropriate pages in the text, cited after each recommendation, should be consulted.]

The placement recommendations were approved by the National Council on the Evaluation of Foreign Educational Credentials, August 6-7, 1979. For further explanation of the role of the Council, and a list of Council members, see pp. 255-256.

Educational Background of Students from Botswana, Lesotho and Swaziland	Placement Recommendations for U.S. Admissions Officers
A. Primary/Secondary Credentials (Pre-High School Completion Credentials)	
1. Completed fewer than 7 years of schooling (pp. 158-160)	may be placed up to Grade 7 on a year-for-year basis.
2. Holders of the Primary School Leaving Certificate (pp. 157, 159); or the Swaziland Primary Certificate (pp. 157, 160)	may be placed in Grade 8.
3. Completed fewer than 10 years of schooling (pp. 157, 161-162)	may be placed in secondary school on a year-for-year basis.
4. Holders of the Elementary Teachers' Certificate (p. 177)	may be placed in Grade 10.
5. Passed the Junior Certificate Examination (pp. 157, 161-170)	may be placed in Grade 11.
6. Holders of the Certificate in Agriculture (pp. 157, 189, 190, 191)	should not be considered for undergraduate admission based on this credential alone.*
7. Those who hold the qualification enrolled nurse; health assistant (clinical); health assistant (sanitation) (pp. 193-195)	should not be considered for undergraduate admission based on this credential alone.*
B. Undergraduate Admission	
1. Passed the Cambridge Overseas School Certificate Examination or the GCE O-level Examinations with the following number of subject passes:	
a. Five or more academic subjects without duplication	may be considered for undergraduate admission to selective institutions or programs, with consideration for advanced-standing credit for A levels as noted in (e) below.

*See p. 171 for a description of the C.O.S.C. and the GCE and their use in supplementing other credentials.

Educational Background of Students from Botswana, Lesotho and Swaziland	Placement Recommendations for U.S. Admissions Officers
b. Four academic subjects without duplication, plus one or more non-academic subjects (e.g., accounting, engineering, drawing, health science)	may be considered for undergraduate admission to moderately selective institutions or to professional programs (e.g., business) when the nonacademic subject is in the same field or one related to the intended major field of study, with consideration for advanced-standing credit for A levels as noted in (e) below.
c. Four academic subjects without duplication	may be considered for admission to academic or professional programs in minimally selective institutions, with consideration for advanced-standing credit for A levels as noted in (e) below.
d. Fewer than four academic subjects	may be considered for admission when consistent with an institution's policy of admissions based on high school graduation alone* or when technical qualifications relevant for specialized programs (e.g., two-year career programs) are presented. Advanced-standing credit should be considered for A levels as noted in (e) below.
e. Passes in A-level subjects (or principal passes on the Higher School Certificate)	may be awarded up to 10 semester credits for each subject. Foreign language passes may yield credit beyond the intermediate level. The subject passes should be counted among the admissions subjects but should not duplicate lower-level passes in the same subject.

Quality Considerations in Counting Subjects

—Subjects obtained at a single sitting (i.e., one examination period and listed on one certificate) demonstrate greater academic achievement than subjects obtained over two or more years, except for mature-age applicants who have been studying part-time while working. Thus, four subjects listed on one certificate may be stronger than five passes on three certificates.

—Additional professional or technical examinations may render admissible an otherwise inadmissible candidate, especially when his or her intended field of study matches the additional qualifications.

—Institutions that set highly selective admissions standards are advised that the fairest methods are to increase the number of subjects required from five to six; to be demanding on the distribution (e.g., English, mathematics, a science, and a foreign language); or to require that at least two or three subjects have been passed with a

*For example, some institutions may want to admit citizens and immigrants based on high school graduation alone but may want to require students with temporary visas to have higher quality secondary qualifications.

Educational Background of Students from Botswana, Lesotho and Swaziland	Placement Recommendations for U.S. Admissions Officers
grade higher than the lowest recommended. A-level passes should not be required for admission.	
—Institutions that require four annual units of English for applicants educated in the United States should require English among the subjects from Botswana, Lesotho, and Swaziland.	
2. Holders of the General Nurse Diploma (pp. 194-195)	if otherwise eligible for admission, may be considered for undergraduate admission as are graduates of hospital schools of nursing in the United States.
3. Holders of the Midwifery Certificate (p. 194)	may be considered for placement on the basis of their previous academic education.
4. Holders of the Primary Teachers' Certificate (pp. 174-178, 182), Primary Lower Certificate (p. 179); or the Primary Higher Teachers' Certificate (pp. 174, 175-178)	may be considered for freshman admission.
5. Holders of the Secondary Teachers' Certificate (pp. 174, 176-178); Teachers' Certificate (p. 178); Diploma in Secondary Education (pp. 174, 177); Diploma in Education (pp. 157, 178); Certificate in Primary Education (pp. 175, 178); Advanced Primary Teachers' Certificate (pp. 174, 178)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
6. Holders of a diploma from an agricultural college (majors offered include those for Agriculture, Agricultural Education, Home Economics, etc.) (pp. 157, 188-192)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
7. Completed fewer than four years of university study (pp. 201-202)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
C. Graduate Admission	
1. Holders of a bachelor's degree; or a bachelor's degree with the Concurrent Diploma (or Certificate) in Education (pp. 180, 181, 183, 201)	may be considered for graduate admission.
2. Holders of the Post-graduate Diploma in Education (pp. 174, 175, 180, 181)	may be considered for graduate admission with no advanced standing.
3. Holders of a master's degree (pp. 174, 175, 180, 181)	may be considered to have a degree comparable to a master's degree in the United States.

Section III:

Addendum on Zimbabwe-Rhodesia

AUTHOR'S NOTE: The author was not permitted to travel in Zimbabwe-Rhodesia. Therefore, this study was made through a review of published material and through correspondence in 1979.

The author is aware that the name of the country may be changed from the version used in this addendum within the next few years. However, the form chosen for use here was a compromise among the various names being used at the time the research was done.

Please note that there are no placement recommendations for vocational, technical, or agricultural education, since syllabuses and curricula for those programs were not available. The same is true for certificate and diploma programs. In judging them, it should be remembered that certificate programs usually can be completed in a shorter period of time than diploma programs. Placement of students who have earned certificates or diplomas should be determined on the basis of entrance requirements, length of study, and program content.

Introduction

Zimbabwe-Rhodesia is in southwest Africa and has a population of approximately 6,200,000 (Blacks: 5,900,000; Whites: 274,000; Asians: 9,900; and Blacks of mixed descent: 19,900). Approximately 15% of the national budget is expended on education. Though the political situation in Zimbabwe-Rhodesia is unstable and the country itself is war-torn, there is a relatively complex and stable formal education system.

Education in Zimbabwe-Rhodesia is generally patterned on the British model of education due to the country's former ties with Great Britain. Because of its geographical proximity to South Africa, and because the two countries share similar racial policies, some South African influence can be seen within the Rhodesian educational system. As in many other parts of Africa, the educational system was started in missions, and the missionaries still control many schools, though all schools conform to patterns of education set by the Ministry of Education.

Since 1963, two Divisions within the Ministry of Education have controlled the educational systems and reflect the racial situation in the country:

Table 1

Structure of Black System of Education in Zimbabwe-Rhodesia

1 2 3 4 5 6 7	8 9 10 11 12 13	14 15 16
Primary	Secondary (Forms I-IV) (Forms VI)	Tertiary
	A B C D E F	G

A. Grade 7 Certificate
B. Rhodesia Junior Certificate
C. Certificate of Junior Secondary Education, or Grade 9 Certificate
D. Grade 11 Certificate
E. Cambridge Overseas School Certificate
F. Cambridge Higher School Certificate
G. Bachelor's Degrees

Table 2

Structures of Non-Black (European, Asian, Coloured) Systems of Education in Zimbabwe-Rhodesia

1 2 3 4 5 6 7	8 9 10 11 12 13	14 15 16
Primary (Sub A & B, Standards 1-5)	Secondary (Forms I-IV) (Forms VI)	Tertiary
	A B C D E	F

A. Rhodesia Junior Certificate
B. Rhodesia Certificate of Education
C. GCE O-levels, Rhodesia School Certificate
D. Matriculation Exemption, M-levels
E. GCE A-levels
F. Bachelor's degree

the Division of European, Asian and Coloured Education and the Division of African Education. The two Divisions function almost entirely separately, though the stated government aim is eventually to have one administration for education. There is little evidence of movement in that direction.

The structures of the Black and non-Black systems of education are shown in Tables 1 and 2 (teacher training credentials have been omitted and are discussed in a later section of the addendum).

Since 1930 White children between the ages of 7 and 15 have been required to attend school. This requirement was extended to Asian and Coloured children in 1938. There is no compulsory education for Black children. There are several other important distinctions between the Black and non-Black systems: education for Whites, Asians and Coloureds is federally controlled; education for Blacks is locally controlled. As a result of the difference in control, more funds are available for the smaller population groups. White, Asian and Coloured students almost automatically gain admission to secondary schools. Black students completing primary school must compete for entry into secondary schools. In 1978, 99% of the non-Black students continued from primary school to secondary school; only 18% of the Black students continued from primary school to secondary school.

Structure of Education System

Currently there are seven years of primary school, followed by six years of secondary school,[1] Forms I-IV, and Lower and Upper Form VI. (There is no Form V.) Many Black primary schools do not provide Grade 7. In such cases, "remove" classes have been provided to prepare students in English, arithmetic and the vernacular language to the Junior Certificate (J.C.) level; other subjects required for the J.C. must be taken by correspondence. If Black students with "remove" class and correspondence preparation pass the J.C. with sufficiently high marks, they may enter a senior secondary school. The Junior Certificate Examination is administered after Form II (completion of nine years of education); the Cambridge Overseas School Certificate Examination or the GCE O-level exams after Form IV (completion of 11 years of education); and the Cambridge Higher School Certificate Examinations or the GCE A-level exams after Upper Form VI (completion of 13 years of education).

Junior secondary schools, called "F_2" schools, are provided for Black students. They offer two years (Grades 8 and 9) of post-primary vocational education. The Certificate of Junior Secondary Education, or Grade 9 Certificate, is awarded upon satisfactory completion of vocational courses and examinations. The F_2 schools do not exist in the Division of European, Asian and Coloured Education.

For Black students who wish to continue in a technical secondary program, there are schools (Grades 10 and 11) which offer technical subjects. An examination administered at the end of the program is called the Grade 11 Examination. However, even within the industrial and business community in Zimbabwe-Rhodesia, there is little acceptance of this qualification. (It has been suggested that Cambridge exams at the O level be made available in the technical subjects so that the credentials would carry more weight.)

1. The Black structure designates each year of primary schooling as a "grade," and uses the designation "Forms" for the academic secondary school years. The non-Black structure designates the first two years of primary school as Sub A and Sub B, followed by Standards 1-5 and Forms I-IV and Lower and Upper Form VI [(L)VI and (U)VI]. Confusion often exists because Blacks and non-Blacks use the terms interchangeably.

A Rhodesia Certificate of Education (RCE) Examination is available upon completion of Form III (10 years of education) for pupils in the Division of European, Asian and Coloured Education who are incapable of passing the GCE O-level exams the following year.

In addition, for students in the Division of European, Asian and Coloured Education (in other words, non-Black students), M or Matriculation Level Examinations are conducted on behalf of the Ministry of Education by the Associated Examining Board (102-120 North Lane, Aldershot, Hampshire, GU12 4QN, United Kingdom). The exams are conducted at the end of Lower Form VI (after 12 years of primary/secondary education) for students who wish to qualify for admission to universities in the Republic of South Africa.

The educational levels of the Black and non-Black systems are compared in Table 3.

Table 3

Comparison of Educational Levels for Black and Non-Black Systems in Zimbabwe-Rhodesia

Levels	Black	Non-Black
Primary	Grades 1-7	Grades 1-7 (Sub A & B/Standards 1-5)
Secondary	Grades 8-9 (Jr. Secondary School, "F_2") Forms I-VI (Sr. Secondary School, "F_1") Correspondence School Some teacher training	Forms I-VI (Secondary Schools)
Post-Secondary	Some teacher training	
Higher	University	University; Teacher training; Technical training.

Examinations

In Zimbabwe-Rhodesia, examination results are relied on heavily for obtaining certification for entering the next higher level of education or for obtaining employment. The examinations fall into two groups: those for pupils following full-time courses, and those for private candidates studying on their own or through correspondence courses.

The Ministry of Education oversees the Grade 7 Certificate, the Certificate of Junior Secondary Education (Grade 9), the Rhodesia Junior Certificate (Grade 9), the Special External Junior Certificate for Remove Classes, the Grade 11 Certificate, and the Rhodesia Certificate of Education. In addition, the Ministry is responsible for admitting students to the examinations of

overseas examining bodies, which include the Joint Examinations of the Cambridge Overseas School Certificate, the Cambridge Higher School Certificate, the General Certificate of Education (O and A levels), and the Matriculation Level Examinations (M level).

Many Black students sit for examinations as private candidates, having prepared by themselves. In 1970, only 2,684 Black students were enrolled in Lower and Upper Sixth Form, but 5,048 students entered for the University of London General Certificate of Education Examinations at either the O or A level. U.S. admissions officers may see exam reports from applicants who have completed examinations satisfactorily but who have not completed school. Since admissions decisions should be based on exam results, admissions officers should seriously consider the results that private examination candidates present.

External Examinations

External examinations have had great influence on the education system. The syllabuses and curricula of the school systems are more or less identical to the syllabuses of the external exams. However, there is now a strong trend toward nationalizing both the examinations and curricula in Zimbabwe-Rhodesia.

In some ways, non-Black education has already moved away from external examinations. For example, White pupils do not write an external final primary school examination. Since they must go on to secondary school, and there are sufficient places for them, there is no longer a need for an external exam. The students are divided into four streams, and there is the possibility of transfer from one stream to another based upon scholastic achievement after they enter secondary school.

In non-Black education, the examination for the Rhodesia Certificate of Education at the end of Form III is different from almost all other examinations offered at the secondary level because roughly half the evaluation is done by the teacher.

Black pupils in Zimbabwe-Rhodesia are entered for the Cambridge Overseas School Certificate examinations, and non-Black pupils for GCE subject examinations administered by the Associated Examining Board. If the non-Blacks pass sufficient GCEs, they are awarded the Rhodesia School Certificate, and the grades are noted. If they do not meet the distribution requirements for the School Certificate, the Associated Examining Board simply lists the GCE subject examinations passed with no marks indicated. These listings indicate that students achieved a mark between 1-6 on the exams. This is the typical pattern of reporting marks of British external exams on the Ordinary level.[2] (See Document 1, Rhodesia School Certificate, at the end of this addendum.)

A notable feature of the Black secondary school system in Zimbabwe-Rhodesia is that the students obtain excellent results in both the Cambridge

2. See pp. 170-171 for an explanation of the similar Cambridge system.

Overseas School Certificate and the Higher School Certificate Examinations. Table 4 shows the relevant figures for 1975-77.

Table 4

Percentage of Black Students Who Passed the Cambridge Overseas School Certificate Examination in Zimbabwe-Rhodesia, 1975-77

Year	Candidates	Grades of Pass (%)			Total Pass (%)
		1st	2nd	3rd	
1975	4,466	27.1	38.0	25.3	90.4
1976	4,768	27.8	35.4	26.8	90.0
1977	5,147	29.2	35.6	25.4	90.2

SOURCE: *Education Profile: Rhodesia*, British Council, 1978.

The Associated Examining Board (A.E.B.) also administers the M or Matriculation Level Examinations which qualify students to enter South African universities. The qualification for admission is referred to as "Matriculation Exemption" and may be obtained by passing three subjects at M level and two GCEs at O level, in accordance with the grouping requirements stipulated by the South African Joint Matriculation Board.

The M-level examinations are written at the end of (L)VI Form or after 12 years of schooling. All exams are marked in the United Kingdom, and the A.E.B. issues the results using the following grades:

	Grade	Mark Range (%)	Suggested U.S. Equivalents
Pass	1	70+	A
	2	65-69	A−
	3	60-64	B+
	4	55-59	B−
	5	50-54	C+
	6	45-49	C−
Fail	7	42-44	F
	8	35-41	F
	9	0-34	F

The M-level examination syllabus has been aligned with the A-level exam syllabus so as to be regarded as comprising half the A-level syllabus. The syllabuses are available from the Associated Examining Board.[3]

For example, the M-level chemistry examination consists of one written paper of three hours, and a practical examination of three hours. The written paper will carry 75% of the total marks. The syllabus is a reduced version of the A-level syllabus, and it is expected that the topics it contains will be studied

3. See address in Appendix B.

to the same depth as in an A-level course. However, the questions in the examination papers will generally be of a lesser degree of difficulty than those on A-level question papers on the same topic. The A-level examination in chemistry consists of two written papers, each of three hours and each carrying 150 marks, and a practical examination, also of three hours and carrying 100 marks.

Technical and Vocational Education

The two major institutions for technical education and training are the Salisbury Polytechnic with 4,257 students and the Bulawayo Polytechnic with 3,345 students (1978). Black students make up about 10% of the student population. Entry levels vary from the Rhodesia Certificate of Education (completion of Grade 10) to strong A-level passes. Courses offered include automotive, civil, electrical, and mechanical engineering; business and management studies; secretarial and clerical training; and science and technology. Black students are enrolled primarily in the secretarial and clerical studies course.

Other smaller centers provide vocational training for Blacks at Gwelo, Luveve, Que Que, and Umtali. There are also 19 post-primary housecraft training schools for Black girls.

The examinations used for vocational and technical education are those of the City and Guilds of London Institute and the South African Department of National Education, as well as the Rhodesian National Examinations.

Agricultural Education

The Gwebi Agricultural College offers a two-year diploma course, post-O level, for up to 85 White students, and the Chibero College offers a three-year diploma course, also post-O level, for Black students. To train students to work in agriculture extension, there are four agricultural training centers for Blacks in Mlezu, Esigodini, Glaog, and Kukawanisa. They offer three-year, post-Grade 7 or post-Grade 9 courses.

Teacher Training

Black teachers in Zimbabwe-Rhodesia are trained very differently from non-Black teachers, except at the university level. Qualifications which permit a teacher to teach in Black schools are lower than the qualifications required of non-Blacks to teach in non-Black schools. Teacher training programs for non-Blacks are all at the tertiary level. This is not so for the Black system where many of the programs are on the secondary level. Even with the differences in certification requirements, many Black teachers do not meet the required standards. See Table 5 for data on teacher certification for the four population groups.

Table 5

Certification of Teachers for All Schools (1977)

	Certificated		Non-Certificated		Totals
	M	F	M	F	
Black	13,737	6,012	1,699	1,195	22,643
Asian	51	31	3	3	88
Coloured	77	106	4	5	192
White	978	2,061	152	177	3,368
Totals	14,843	8,210	1,858	1,380	26,291

Source: Correspondence with Dr. S. F. W. Orbell, Director, Institute of Education, August 24, 1978.

The government only partially supports teacher training institutions for Blacks but supports all the teacher training programs for non-Blacks. The missions, therefore, administer many of the Black teacher training programs, all of which prepare the students at a standard below that required for White teachers. The number of mission-supported teacher training schools is decreasing. In 1975 the Division of African Education and the Institute of Education began discussions that are expected to lead eventually to all teacher training colleges being associate colleges of the University of Rhodesia.

Teacher Training for Blacks

Until the late 1960s, there were only two types of teaching certifications available for Black teachers: the Primary Teachers' Lower (P.T.L.) Certificate and the Primary Teachers' Higher (P.T.H.) Certificate.[4] Both certificates still are being offered to some extent but they are being changed and phased out.

The P.T.L. Certificate was awarded upon completion of two years of study to which students were admitted after eight years of schooling. This qualification enabled the student to teach in Sub A and B and Standards 1, 2, and 3 (Grades 1-5). Teachers holding the P.T.L. had a total of 10 years of schooling.

The P.T.H. Certificate was awarded upon completion of a two-year Higher Primary course to which students who had earned the Rhodesia Junior Certificate (completion of Form II) were admitted. The P.T.H. enabled the student to teach in Standards 4, 5, and 6. A teacher holding the P.T.H. had completed 12 years of schooling.

Both the P.T.L. and the P.T.H. programs stressed methods and professional education courses and offered little in academic or content courses. Both programs included practice teaching.

4. In addition to the P.T.L. and the P.T.H., there were two one-year domestic science programs; one course was offered after grade 7, and the other after completion of the P.T.L. program.

In the late 1960s the Black teacher certifications changed slightly. The lower primary course became known as "T4." This course, designed primarily for women, is a two-year post-Grade 7 course that prepares teachers for teaching in the first two years of primary school. It is the lowest teaching qualification available and is still in use to upgrade the qualifications of Black teachers who lack professional training.

The P.T.H. is being replaced by the "T3" (for the Primary Teachers' Certificate), a three-year post-Junior Certificate course. The T3 prepares teachers for teaching in Grades 3-7. The following courses are also available:

T3—the three-year infant course;
T3—the three-year junior course (prepares teachers for the F_2 vocational, non-academic schools—Grades 8 and 9); and
T3—the three-year domestic science course.

The "T2," a two-year post-Cambridge Overseas School Certificate course, has been initiated to prepare students to teach in the academic junior secondary schools (Forms I and II). There is also a T2 that prepares students to teach practical subjects. The T2 is taught at Gwelo Teachers' College.

The "T1" is a three-year post-C.O.S.C. course which qualifies the student for the Certificate of Education awarded by the Institute of Education of the University of Rhodesia.

It is hoped that the Black graduates of the University of Rhodesia will fill the the teaching positions in Forms III-VI of upper secondary school. By 1980, it is planned that all teachers colleges will offer nothing but the Primary Teachers' Certificate (T3). Since 1976, the official minimum entry standard to any teacher training course has been the Cambridge Overseas School Certificate, plus a one year out-of-school "maturing" period.

The Certificate in Education

The one common certification currently available for teachers is the Certificate in Education which students obtain in teachers' colleges. The three-year course of training prepares teachers to teach in the primary grades (1-3), the junior grades (4-7), or the secondary grades (8-11).

The Certificate in Education was designed originally for non-Blacks, and the program is entirely at the post-secondary level. However, there are some Blacks who hold this qualification. Now that the colleges are affiliating with the University of Rhodesia, a multiracial institution, the qualification will be available to more Blacks in the future.

Since 1976 efforts have been under way to make all teachers' colleges associate colleges of the University. There are now four associated colleges:

The Teachers' College Bulawayo (for Whites, Asians and Coloureds)
P. Bag 2, Hillside, Bulawayo
The United College of Education (for Blacks)
P. Bag T5392, Bulawayo
The Gwelo Teachers' College (for Blacks)
P. Bag 9055, Gwelo

Umtali Teachers' College (for Blacks)
P.O. Box 3293, Pulington, Umtali (likely to become associated in the near future)

The University through its Institute of Education provides the associate colleges with professional guidance, assessment of courses, and the validation and awarding of certificates to successful students. (Non-associate colleges are examined by the Ministry of Education through the Board of Examiners.[5])

Entrance requirements for the Certificate in Education program consist of a minimum of five GCE O-level passes or the equivalent, one of which must be in English language. No subject can be counted at more than one level, and overlapping subjects cannot be counted separately; e.g., botany cannot be counted with biology. There is provision for special entry for mature (over 25) candidates.

During their second year at an associated teachers' college, the better students who are studying for the Certificate in Education may provisionally register for the Bachelor of Education degree. If they complete their Certificate of Education coursework with an average of B (or better), pass an examination based on additional bridging work done at the college, and are recommended by the academic board of the college, they are eligible to transfer to the University for a fourth year of study where they pursue the B.Ed. degree. This is a one-year course built on the three-year certificate course.

In order to successfully complete the Certificate of Education, students must take a final examination after all their coursework and practice teaching (12 weeks) is completed. In many ways this examination is more like a U.S. final evaluation than a final external examination. The exam is conducted in four sections. Candidates are required to pass in each section. The sections are as follows:

Section I	Practice Teaching	An assessment of work done, plus an external examination.
Section II	Theory of Education	Continuous assessment of class work, plus external exam which accounts for not more than 35% of total mark.
Section III	Main Subject	Continuous assessment of class work over a three-year period.
Section IV	(a) English spoken and written (b) Curricular courses of study not otherwise examined	Each college to determine and certify satisfactory.

Except for Section IV of the exam, literal marking will be used on all Institute mark sheets as follows:

A	Distinction	B	Good

5. The non-associated teacher training colleges are the following: Bondalfi Teachers' College; Morgenster Teachers' College; Nyadiri Teachers' College; and Wadoilove Teachers' Institute.

C	Average Pass	R	Referred. Not up to Pass. Needs further training.
D	Below Average Pass	F	Fail. Not up to Pass. Not worth perservering.

The following three symbols are used for Section IV grades: P, Pass; R, Referred; F, Fail.

The Institute reports that in a normal year the final assessments should approximate the following distribution:

A	5% of all candidates
B	30% of all candidates
C	50% of all candidates
D	14% of all candidates
R & F	1% of all candidates

University Programs in Education

All of the certificates, degrees, and diplomas in Education offered at the tertiary level at the University of Rhodesia are listed in Table 6. While most of the certificate and diploma courses are post-bachelor's courses, it should be noted that a few are purely professional-upgrading courses. When teaching experience is the only admissions requirement for a program, this fact will indicate that the program is a professional one.

Table 6

University of Rhodesia Programs in Education

Certificates, Degrees and Diplomas	Admission Requirements	General Study Plan
Bachelor of Education	Certificate in Education with grades of B in Sections I, II, & III and bridging courses.	Part A: 3 yrs. in College of Education + bridging course; Part B: 1 yr. at University studying education, special field study & methods.
Bachelor of Education (Adult Education)	University entry requirements for bachelor's degree + 3 yrs. experience *or* Cert. in Adult Ed.	Part A: Cert. of Adult Ed.; Part B: Special studies in adult ed., Part C: Educational research and dissertation of 20,000-25,000 words.
Bachelor of Education (Special Honours)	For professionally qualified teachers without first degree holding Graduate Cert. in Ed. *or* Cert. in Adult Ed.	Part A: 2 yrs., part-time, same as Dip. in Ed. courses; Part B: 1 yr., part-time, research & research methods; Part C: Dissertation; degree classified on results of Part C.

Table 6 *(continued)*.

Certificates, Degrees and Diplomas	Admission Requirements	General Study Plan
Master of Education (Curriculum Studies)	B.Ed. or equivalent; applicants holding Cert. in Ed., Dip. of Ed., B.Ed. (Special) Honours *or* (Adult Ed.) may qualify but must complete a qualifying course.	2 yrs.; 1 term full-time study, coursework and examinations.
Master of Education (Adult Education)	3 yrs. of experience + Cert. in Adult Ed. *or* B.Ed. (Special) Honours *or* (Adult Ed.).	2 yrs., part-time; coursework, thesis and research
Certificate in Adult Education	5 GCE O levels + 3 yrs. relevant experience *or* University degree *or* approved professional qualifications.	2 yrs., part-time; coursework & practical work; some correspondence courses included.
Diploma in Education	Recognized teachers' certificate *or* diploma.	1 yr., full-time, or 2 yrs., part-time; principles of modern ed., plus 2 theory of education courses; paper and examination.
Diploma in Health Education	Registered nurse *or* health inspector.	2 yrs.; first year, health content; second year, part-time study and full-time practical experience.
Diploma in Teacher Education	Professional training; 3 yrs. teaching experience.	3 academic terms; some full-time coursework at University; some time at college of education; some time in a primary school.
Graduate Certificate in Education	University degree + 3 yrs. teaching experience in schools *or* 1 yr. of experience in teachers college.	1 yr., full-time, or 7 academic terms, part-time; courses & practice teaching; principles & methods of education covered.
Supplementary Cert. in Guidance & Counseling in Schools	Professionally trained teachers with 3 yrs. experience.	100 hrs. of training in guidance and counseling and practical work.
Supplementary Cert. in the Teaching of Educationally Subnormal Children	Professionally qualified teachers with 3 yrs. experience.	1 yr.; 1st & 3rd parts, part-time; 2nd part, full-time university study; coursework, practical experience, and exam.

Higher Education

Background

Tertiary education in Zimbabwe-Rhodesia takes place at the University of Rhodesia. The University College of Rhodesia and Nyasaland was constituted by Royal Charter in 1959. The academic standard was secured through a special relationship with the University of Birmingham and by being a University College of the University of London. The Charter provided that "no test of religious belief or profession or of race, nationality, or class should be imposed or required of any person in order to entitle him to be admitted as a member, professor, teacher, or student of the University College. . . ." The principles of autonomy and non-racism were reasserted in 1971 when the government of Southern Rhodesia assumed full financial support and responsibility for the University College, as "an independent institution of learning open for all races." Just as in Great Britain, the autonomy of the University is maintained through a Triennial Grants Review Committee which reviews the University's programming and financing and requests finances for the University from the government.

Instruction began in 1957 with an initial enrollment of 68 students—60 Whites and eight Blacks. In 1978, the student body totaled 2,303. There were 1,798 full-time students—1,132 Blacks, 574 Whites and 92 others. In the past few years no qualified student has been unable to attend the University through lack of funds. The World University Service finances approximately 70% of the Black students, the government supports 20%, and the remaining 10% are supported by the Christian Council of Rhodesia and/or the University of Rhodesia Fund.

Structure of the University

The University consists of six Faculties: Arts, Education, Engineering, Medicine, Science, and Social Sciences. Most bachelor's degree courses are three years in duration, with the exception of Engineering which is four years and Medicine which is five to six years. A Bachelor of Arts Special Honours is a one-year post-bachelor's program (see p. 231). Master's degrees in Arts, Science, Social Studies, and Education are basically research degrees with little coursework required. The Master of Philosophy (M.Phil.) degree is two years, full-time, or three years, part-time, and requires more coursework than the other master's degrees. The Doctor of Philosophy (D.Phil.) is three years, full-time, or four years, part-time.

The first-degree coursework is made up of a combination of lectures, required meetings, readings, a thesis, and required supervisory sessions with a tutor. The overall pattern of education is that of a typical British university. Students specialize in one or two subjects, and the emphasis on general education that is prevalent in U.S. higher education is lacking. There are no credits, or specified hours per week in a class.

Admission to the University is regarded as a privilege, not a right, and

is highly selective. Normal entrance requirements for the bachelor's degree can be met in one of two ways:

- Five different GCE subjects, of which at least two must be at the Advanced level, while the other three may be at the Ordinary level; *or*
- Four different GCE subjects, of which at least three must be at the Advanced level, while the other one may be at the Ordinary level.

Candidates must pass English language at the O level. No subject can be counted at both the O and A levels. The subjects must be academic in nature, and there are restrictions regarding overlapping subjects—e.g., physical science may not be counted with chemistry or physics.

Normally an appropriate first degree (bachelor's) at a high level (at least Second Class) is required for entry into graduate work. Students must enter for the master's degree. However, if approved after nine months, they may transfer to the doctoral level to work toward the D.Phil. without completing the master's.

Transcripts and Grades

Applicants to U.S. institutions from the University of Rhodesia will be unable to obtain transcripts. Even if they request them, they will not receive them. However, a "certificate" of marks of final examination results can be released by the University to admissions officers at the university considering the applicant's request for admission. U.S. admissions officers can obtain these records by writing to the Academic Registrar, P.O. Box MP167, Mount Pleasant, Salisbury, Rhodesia. Grades are not revealed to students. They are simply told whether or not they passed, and their final diploma is awarded with an overall classification.

Until 1971 the University College was part of the University of London, and degrees are still awarded with the same classification as at the University of London.[6] (For a "Certificate" of Results, see Document 2.) All degrees are awarded on the basis of results in final examinations. In some cases these marks may also reflect some continual classroom assessment, but never more than 25% of the total mark. The Part I exam is given at the end of the first year. The Part II exam is given at the end of the third year and is the degree-qualifying examination. The entire examination system is external and is set and monitored by outside examiners, not by the classroom teachers.

Degrees are awarded with the following classifications: First Class; Second Class (Upper); Second Class (Lower); and Third Class. A student who does not reach the standards for one of these classes is awarded a pass degree. Guidelines for translation of the terms into U.S. grade equivalents follows:

First Class	A
Second Class (I)	A−, B+
Second Class (II)	B, B−
Third Class	C+
Pass	C

6. Fisher, *United Kingdom*, pp. 157, 169, 205.

Degrees are offered either as General or Honours degrees. An Honours degree indicates study with a greater emphasis or specialization in subject matter. A General degree is broader in scope. Both are three years in duration. (For a Bachelor of Arts General with Honors, see Document 3 at the end of this addendum.)

B.A. Special Honours degrees are awarded in certain subjects. To enter the program a high level of achievement must be obtained at the bachelor's level. A B.A. Special Honours degree is one year in length, and the course content is highly specialized. It is comparable to upper level undergraduate work in the United States. Students must write at least five papers in subjects offered in the B.A. Honours programs. The University of Rhodesia is described in detail below.

University of Rhodesia

Address: P.O. Box MP 167, Mount Pleasant, Salisbury, Rhodesia.

Background: 1957—Founded as the University College of Rhodesia and Nyasaland. 1971—Became the University of Rhodesia.

Academic Year: March to December; three terms.

Library Holdings: 350,000 volumes plus journals.

Enrollment: Approximately 2,300 (1978).

Faculty: Full-time, 150; part-time, 130 (1978).

Majors, Degrees, Diplomas & Certificates by Faculty:

Faculty of Arts

Majors: Afrikaans, classical studies, econ., economic hist., English, French, geog., Greek, hist., Latin, linguistics, Inath, Ndebele, philosophy, pol. sci., Portuguese, psych., Shona, sociology & social anthropology, theology.

Diplomas/Certificates:

Post-Graduate Diploma in Linguistics and Phonetics. Entry—Bachelor's degree. Length—one year. Content—fully academic, graduate-level linguistics.

Certificate and Diploma in Theology. Taken in conjunction with regular university studies at Epworth Theological College or Regional Chishawasha Seminary.

Faculty of Education

See "Teacher Training," pp. 223-225.

Faculty of Engineering

Majors: civil engineering, electronic & power engr., mechanical engr.

Faculty of Medicine

Majors: anaesthetics, anatomy, clinical pharmacology, community medicine, histopathology, medical microbiology, medicine, obstetrics & gynaecology, paediatrics & child health, pharmacy, physiology, psychiatry, surgery.

Diplomas:

Diploma in Medical Technology. Entry—Completion of Part I of the University examination, employment by a laboratory, and attendance at two-year lecture course in Part II subjects. Length—part-time 4½ years. Content—general medical technology courses, including pathology and blood work and medical science.

Diploma in Nursing. Entry—Must be a general or psychiatric nurse registered by the Medical Council of Rhodesia. Length—two years—first year, part-time; second year, full-time. Content—theory and practice of adult education, advanced nursing.

Faculty of Science

Majors: biochemistry, botany, chemistry, geography, geology, mathematics pure, mathematics applicable, physics, zoology.

School of Agriculture: agricultural economics, agriculture production, animal science, crop science, soil science.

Diplomas/Certificates:

Diploma in Analytical Chemistry. Entry—Bachelor's degree with chemistry major. Length—six months. Content—analytical chemistry; completely academic, i.e., absorption spectrochemical analysis.

Certificate in Field Ecology. Entry—Five O-level passes and two years' experience. Length—two years, part-time, correspondence, practical work, and three weeks each year at the University. Content—fundamentals of biology, principles of ecology, ecological techniques, and natural resources.

Faculty of Social Studies

Majors: accountancy, administration, business studies, economics, law, psychology, social work, sociology.

Diplomas:

Diploma in Accountancy Studies. Entry—Must satisfy normal entry requirements of University; students mainly articled clerks serving a five-year clerkship with members of Rhodesia Society of Chartered Accountants. Length—three years, part-time. Content—lectures and exams at end of each year. Holders of the Diploma are granted exemption from the Intermediate and Final Part I of the examinations of the Rhodesia Society of Chartered Accountants.

Diploma in Social Work. Entry—Interview and possession of five O levels, including English language. Length—three years, full-time, with exams at end of each year. Content—casework, group and community work, social work administration, etc.

Sample Degree Programs

B.A. General—French

Part I: (1) Prose composition and translation. (2) French literature: prescribed authors of the 17th through the 20th centuries.

Part II: (1) Translation from and into French. (2) French literature from the 17th through the 20th centuries (including modern African literature in French) with prescribed texts.

Part III: (1) Translation from and into French. (2) French literature from the 17th through the 20th centuries with texts. (3) General essay in French and literature of the Renaissance with texts. Competence in language required. Oral and written exams.

B.Sc. Engineering with Honours

First Year: Eng. (introduc.), eng. materials, math, physics.

Second Year: Engineering applications, engineering principles, math.

Third Year: Professional and industrial studies, engineering options: eight subjects in either civil, electronic & power, or mechan. eng.

Fourth (Final) Year: Four topics in continuation of Third Year Options in depth and to a more advanced level; a project involving study of literature, design and/or experimentation and critical analysis of results, plus proposals for application, and a dissertation.

Advice to Admissions Officers

The placement recommendations for Zimbabwe-Rhodesia are based on a study of literature and correspondence without an on-site visit to the country. The recommendations that have been compiled are not complete. The text mentions many qualifications for which there are no placement recommendations. It is suggested that U.S. admissions officers try to make their admis-

sions decisions on anterior qualifications which are well understood. In many cases, the experience of applicants and the requirements for their desired field of study should also be taken into account.

Much of the education system is still strongly influenced by the British education system. *United Kingdom*, by Stephen Fisher, and *British Qualifications*, by Barbara Priestley, are excellent resources. Correspondence with Zimbabwe-Rhodesia is feasible, and admissions officers are encouraged to write for information to the institutions which offer the qualifications in question.

English is the medium of instruction in Zimbabwe-Rhodesia. Applicants with qualifications strong enough for admission to colleges and universities in the United States will have a good command of the English language.

Placement Recommendations

The placement recommendations were approved by the National Council on the Evaluation of Foreign Educational Credentials, August 6-7, 1979. For further explanation of the role of the Council, and a list of Council members, see pp. 255-256.

Educational Background of Students from Zimbabwe-Rhodesia	Placement Recommendations for U.S. Admissions Officers
A. Primary/Secondary Education (Pre-High School Completion Credentials)	
1. Completed fewer than 9 years of schooling (pp. 218, 219)	may be placed in primary or secondary school on a year-for-year basis.
2. Holders of the Rhodesia Junior Certificate (pp. 218, 219); Certificate of Junior Secondary Education or Grade 9 Certificate (pp. 218, 219)	may be placed in Grade 10.
3. Holders of the Rhodesia Certificate of Education (pp. 218, 220, 221)	may be placed in Grade 11.
4. Holders of the Primary Teachers' Lower Certificate (P.T.L.); or the T4 teachers' certificate (pp. 224-225)	may be placed in Grade 11.
5. Holders of the Grade 11 Certificate (pp. 218, 219, 220)	may be placed in Grade 12.
6. Holders of the Primary Teachers' Higher Certificate (P.T.H.) (pp. 224-225)	may be placed in Grade 12.
B. Undergraduate Admission.	
1. Passed the Cambridge Overseas School Certificate (pp. 218, 219); the Rhodesia School Certificate (pp. 218, 221); the G.C.E. O-level or A-level exams (pp. 218, 221); the Matriculation Exemption or M-level exams (pp. 218, 220-222); or the	

Educational Background of Students from Zimbabwe-Rhodesia	Placement Recommendations for U.S. Admissions Officers
Cambridge Higher School Certificate (pp. 218, 219, 221, 222), with the following number of subject passes:	
a. Five or more academic subjects without duplication	may be considered for undergraduate admission to selective institutions or programs, with consideration for advanced-standing credit for A levels as noted in (e) below.
b. Four academic subjects without duplication, plus one or more non-academic subjects (e.g., accounting, engineering, drawing, health science)	may be considered for undergraduate admission to moderately selective institutions or to professional programs (e.g., business) when the nonacademic subject is in the same field or one related to the intended major field of study, with consideration for advanced-standing credit for A levels as noted in (e) below.
c. Four academic subjects without duplication	may be considered for admission to academic or professional programs in minimally selective institutions, with consideration for advanced-standing credit for A levels as noted in (e) below.
d. Fewer than four academic subjects	may be considered for admission when consistent with an institution's policy of admissions based on high school graduation alone* or when technical qualifications relevant for specialized programs (e.g., two-year career programs) are presented. Advanced-standing credit should be considered for A levels as noted in (e) below.
e. Passes in A-level subjects (or principal passes on the Higher School Certificate)	may be awarded up to 10 semester credits for each subject. Foreign language passes may yield credit beyond the intermediate level. The subject passes should be counted among the admissions subjects but should not duplicate lower-level passes in the same subject.

Quality Considerations in Counting Subjects

—Subjects obtained at a single sitting (i.e., one examination period and listed on one certificate) demonstrate greater academic achievement than subjects obtained over two or more years, except for mature-age applicants who have been studying part-time while working. Thus, four subjects listed on one certificate may be stronger than five passes on three certificates.

*For example, some institutions may want to admit citizens and immigrants based on high school graduation alone but may want to require students with temporary visas to have higher quality secondary qualifications.

Educational Background of Students from Zimbabwe-Rhodesia	Placement Recommendations for U.S. Admissions Officers
—Additional professional or technical examinations may render admissible an otherwise inadmissible candidate, especially when his or her intended field of study matches the additional qualifications.	
—Institutions that set highly selective admissions standards are advised that the fairest methods are to increase the number of subjects required from five to six; to be demanding on the distribution (e.g., English, mathematics, a science, and a foreign language); or to require that at least two or three subjects have been passed with a grade higher than the lowest recommended. A-level passes should not be required for admission.	
—Institutions that require four annual units of English for applicants educated in the United States should require English among the subjects from applicants from Rhodesia.	
2. Holders of the T3 teachers' certificate (p. 225)	may be considered for undergraduate admission.
3. Holders of the T2 (p. 225), or the T1 (Certificate in Education awarded by the Institute of Education; see pp. 225-228)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
4. Completed fewer than three years of university study (pp. 229, 231)	may be considered for undergraduate admission with transfer credit determined on a course-by-course basis.
C. Graduate Admission	
1. Holders of a bachelor's degree (pp. 226-232)	may be considered for graduate admission.
2. Holders of the Bachelor's Degree Special Honours (pp. 229-231)	may be considered for graduate admission with no advanced standing.
3. Holders of a post-graduate certificate or diploma (pp. 227-228)	may be considered for graduate admission with no advanced standing.
4. Holders of a master's degree (p. 229)	may be considered to have a degree comparable to a master's degree in the United States.
5. Holders of a D.Phil. (p. 229)	may be considered to have a degree comparable to a Ph.D. in the United States.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

RHODESIA
SCHOOL CERTIFICATE

This is to certify that

having sat for the General Certificate of Education Examination in November 1972 and having attained the standards shown in the subjects named below has qualified for the award of a School Certificate

SUBJECT	GRADE	STANDARD
BIOLOGY	5	Credit
ENGLISH LANGUAGE	3	Credit
FRENCH	7	Pass
HISTORY	1	Credit
MATHEMATICS	1	Credit
PHYSICS WITH CHEMISTRY	3	Credit
ENGLISH LITERATURE	6	Credit
GEOGRAPHY	2	Credit

(EIGHT SUBJECTS)

Secretary,
Rhodesia Ministry of Education.

Secretary,
Associated Examining Board.

Information concerning the standard of the examination is given on the reverse side of this certificate.

Document 1. Rhodesia School Certificate

UNIVERSITY OF RHODESIA

Certificate

was registered as a full-time/part-time student

from March, 1974 to November, 1974

for the Degree/Diploma/Certificate

of

The course comprised the following:

November, 1974: B. General Part I Examinations

Subjects		
Zoology	68	Pass
Botany	67	Pass
Chemistry	58	Pass

November, 1975: B. General Part II Examinations

Subjects		
Zoology	61	Pass
Botany	64	Pass
Chemistry	64	Pass

November, 1976: B. General Part III Examinations — Second Class Honours (Upper Division)

Subjects		
Zoology	67	Pass
Botany	66	Pass

He was awarded the Chancellor's Prize for one of the best students in the B. General Part III course in 1976.

His marks are confidential and may not be disclosed to the student.

He was awarded the Bachelor of Arts General Degree with Second Class Honours (Upper Division)

on the 12th December 1977

He has not completed the requirements for the

12th August, 1978. Academic Registrar.

Document 2. Certificate of Results

247

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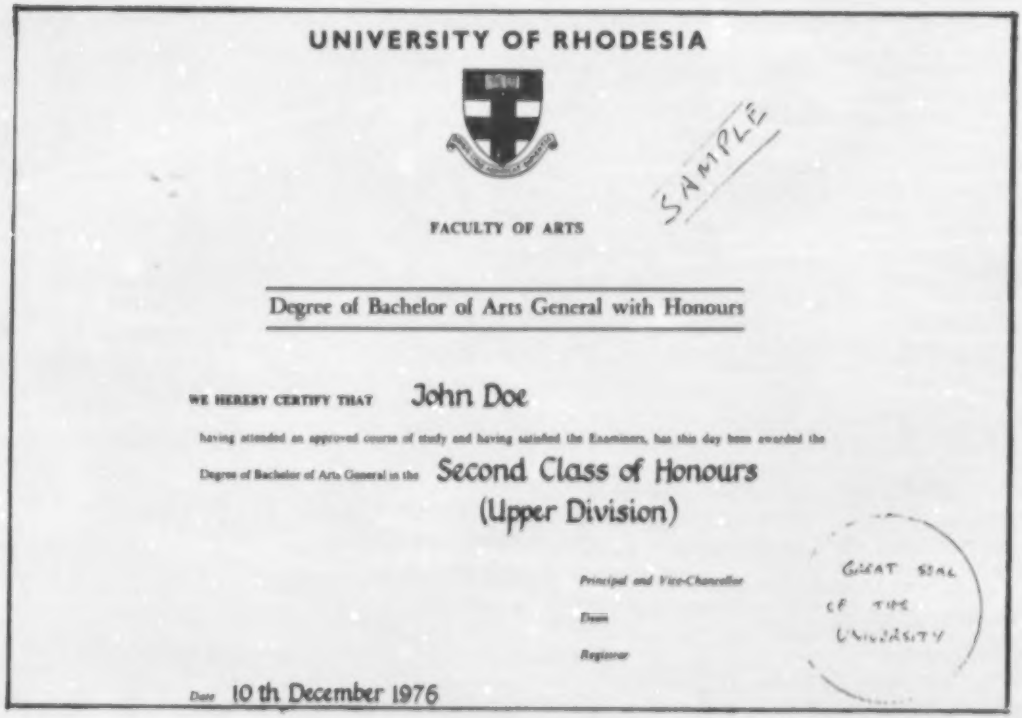

UNIVERSITY OF RHODESIA

SAMPLE

FACULTY OF ARTS

Degree of Bachelor of Arts General with Honours

WE HEREBY CERTIFY THAT John Doe

having attended an approved course of study and having satisfied the Examiners, has this day been awarded the Degree of Bachelor of Arts General in the Second Class of Honours (Upper Division)

Principal and Vice-Chancellor

Dean

Registrar

GREAT SEAL OF THE UNIVERSITY

Date 10 th December 1976

Document 3. B.A. General with Honours

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Appendix A

Useful Addresses for South Africa

Education Departments

The Secretary
Department of National Education
Private Bag X122, Pretoria 0001

The Director of Education
Administration of Coloured Affairs
Private Bag 9008, Cape Town 8000

The Director of Indian Education
Private Bag X54323, Durban 4000

The Secretary
Department of Education & Training
Private Bag X212, Pretoria 0001

The Director of Education
Cape Department of Education
P.O. Box 13, Cape Town 8000

The Director of Education
Natal Education Department
Private Bag X9044, Pietermaritzburg 3200

The Director of Education
O.F.S. Department of Education
P.O. Box 521, Bloemfontein 9300

The Director of Education
Transvaal Education Department
Private Bag X76, Pretoria 0001

The Director of Education
Southwest African Department of Education
Private Bag 13186, Windhoek 9100

The Regional Director
Bantu Education
Private Bag 13236, Windhoek 9100

The Chief Inspector
Coloured Relations and Rehoboth Affairs
Private Bag 13254, Windhoek 9100

Universities

Listed at the end of Chapter Four (Section I) with the University Fact Sheets.

Technikons

Cape Technikon
P.O. Box 652, Cape Town 8000

Peninsula Technikon
Private Bag 3, Kasselsvlei 7533

M. L. Sultan Technikon
P.O. Box 1334, Durban 4000

Mmadikoti Technikon
Private Bag X4010, Seshego 0742

Natal Technikon
P.O. Box 953, Durban 4000

Port Elizabeth Technikon
Private Bag 6011, Port Elizabeth 6000

Pretoria Technikon
420 Church Street, Pretoria 0002

Vaal Triangle Technikon
Private Bag X021, Vanderbijlpark 1900

Witwatersrand Technikon
P.O. Box 3293, Johannesburg 2000

Teacher Training Colleges*

Administered by Administration of Coloured Affairs:

Cape Province:

Dawn Training College
Port Elizabeth

Hewat Training College
Crawford

Perseverance Training College
Kimberley

Southern Cape Training College
Oudthoorun

Belleville Training College
Belleville South

Natal:

Bechet Training College
Durban

Transvaal:

Rand Training College
Johannesburg

Administered by Department of Indian Affairs:

Natal:

Springfield College of Education
Private Bag Dormerton
Durban

Transvaal:

Transvaal College of Education
Private Bag, Fordsburg
Johannesburg

Administered by Provincial Departments of Education:

Cape Province:

Teachers' Training College
Paarl

Denneoord Training College
DeWaal Street, Stellenbosch

Teachers' Training College
Wellington

Teachers' Training College
P.O. Box 102, Graaff-Reinet

Teachers' Training College
Highbury Road
Mowbray, Cape Town

Teachers' Training College
Grahamstown

Teachers' Training College
West Bank, Oudtshoorn

Orange Free State:

Teachers' Training College
Bloemfontein

Transvaal:

Johannesburg College of Education
17 Hould Street
Braamfontein, Johannesburg 2000

Goudstad College of Education
Private Bag 2, Johannesburg

College of Education
Mears Street
Sunnyside, Pretoria

College of Education
President Street, Potchefstroom

Natal:

Natal Teachers' Training College
Longmarket Street
P.O. Box 366
Pietermaritzburg

Durban Teachers' College
Queen Mary Avenue
Durban

Edgewood College of Education
Pine Street
Ashley, Pinetown

Administered by Department of Education and Training:

Soweto Teacher Training College
Soweto, South Africa

*There are more teacher training colleges for which the addresses were unavailable.

Agricultural Colleges

The Director: OFS Region
Department of Agricultural Technical Services
Agricultural Research Station and College of Agriculture
GLEN 9360

The Director: Karoo Region
Department of Agricultural Technical Services
College of Agriculture, Grootfontein
Middleburg 5900

The Director: Natal Region
Department of Agricultural Technical Services
Cedara College of Agriculture
Private Bag X9059, Pietermaritzburg 3200

The Director: Highveld Region
Department of Agricultural Technical Services
College of Agriculture and Research Station
Private Bag X304, Potchefstroom 2520

The Director: Winter Rainfall Region
Department of Agricultural Technical Services
Elsenburg College of Agriculture
Private Bag X5023, Stellenbosch 7600

Other Colleges

The Director
Conservatoire of Music
Private Bag X316
Pretoria 0001

The Principal
Pretoria College of Physiotherapy
Private Bag X169
Pretoria 0001

The Principal
Vona du Toit College of Occupational Therapy
Private Bag X169, Pretoria 0001

Information concerning correspondence colleges may be obtained from the Correspondence College Council, P.O. Box 1331, Johannesburg 2000

Other Government Departments

Secretary
Department of Agricultural Technical Services
Private Bag X116, Pretoria 0001

The Secretary
Department of Forestry
Private Bag X93, Pretoria 0001

The Secretary
Department of Health
Private Bag X88, Pretoria 0001

The Secretary
Department of Labour
Private Bag X117, Pretoria 0001

The Secretary
Department of Mines
Private Bag X59, Pretoria 0001

Commissioner of the South African Police
Department of the South African Police
Private Bag X193, Pretoria 0001

Professional Bodies

The Actuarial Society of South Africa
P.O. Box 4464, Cape Town 8000

Faculty of Accountants of South Africa
P.O. Box 287, Cape Town 8000

Institute of Administration and Commerce of South Africa
P.O. Box 2907, Cape Town 8000

Institute of Certified Bookkeepers of South Africa
P.O. Box 2237, Cape Town 8000

Institute of Cost and Management Accountants
P.O. Box 61940, Marshalltown 2107

Institute of Personnel Management (Southern Africa)
P.O. Box 31390, Braamfontein 2017

Insurance Institute of South Africa
P.O. Box 61837, Marshalltown 2107

South African Association of Certified Secretaries
P.O. Box 2624, Cape Town 8000

The Southern African Institute of Chartered Secretaries and Administrators
P.O. Box 1917, Johannesburg 2000

Other Bodies and Organizations

The President
Human Sciences Research Council
Private Bag X41, Pretoria 0001

The General Manager
Chamber of Mines of South Africa
P.O. Box 809, Johannesburg 2000

The Secretary
Council for Scientific and Industrial Research
P.O. Box 395, Pretoria 0001

The Secretary
Dental Association of S.A.
Private Bag X1, Houghton 2041

The Registrar
Dental Mechanicians Board
P.O. Box 995, Pretoria 0001

The Registrar
S.A. Council for Quantity Surveyors
P.O. Box 31573, Braamfontein 2017

The Registrar
S.A. Medical & Dental Council
P.O. Box 205, Pretoria 0001

The Secretary S.A. Optometric Assoc.
S.A. Optometric Association
P.O. Box 3966, Pretoria 0001

The Registrar
S.A. Pharmacy Board
P.O. Box 96, Pretoria 0001

The Captain Superintendent
S.A. Merchant Navy Academy "General Botha"
P.O. Box 2880, Cape Town 8000

The Registrar
S.A. Council for Professional Engineers
P.O. Box 61081, Marshalltown 2107

The Registrar
S.A. Nursing Council
P.O. Box 1123
Pretoria 0001

The Secretary
Association of Law Societies of S.A.
P.O. Box 1428, Pretoria 0001

The Secretary
Joint Matriculation Board
P.O. Box 3854, Pretoria 0001

The General Manager
S.A. Railways
Paul Kruger Building
Wolmarans Street
Johannesburg 2001

Appendix B

Useful Addresses for Botswana, Lesotho, and Swaziland and Zimbabwe-Rhodesia

Examinations Council of Lesotho and Swaziland
P.O. Box MS 507
Maseru, Lesotho

P.O. Box 1394
Mbabane, Swaziland

Examinations Council of Botswana
P.O. Box 859
Gaborone, Botswana

National University of Lesotho
P.O. Roma
Lesotho

University College of Botswana
U.B.S., Private Bag 0022
Gaborone, Botswana

University College of Swaziland
U.B.S.
Private Bag, Kwaluseni, Swaziland

Faculty of Agriculture
University College of Swaziland
U.B.S.
P.O. Luyengo, Swaziland

Botswana Agricultural College
Private Bag 0027
Gaborone, Botswana

Lesotho Agriculture College
Maseru
Lesotho

Francistown Teachers' Training College
Francistown, Botswana

Lobatose Teachers' Training College
Lobatose, Botswana

Serowe Teachers' Training College
Serowe, Botswana

Lesotho National Teacher Training College (N.T.T.C.)
Maseru, Lesotho

Nazarene Training College
P.O. Box 14, Manzini, Swaziland

William Pitcher College
P.O. Box 87, Manzini, Swaziland

The Teachers' College
Private Bag 2, Hillside
Bulawayo, Zimbabwe-Rhodesia

The United College of Education
Private Bag T5392
Bulawayo, Zimbabwe-Rhodesia

The Mkoba Teachers' College
P.O. Box 120, Mkoba
Gwelo, Zimbabwe-Rhodesia

The Gwelo Teachers' College
Private Bag 9055
Gwelo, Zimbabwe-Rhodesia

Umtali Teachers' College
P.O. Box 3293, Pulington
Umtali, Zimbabwe-Rhodesia

University of Rhodesia
P.O. Box MP 167, Mount Pleasant
Salisbury, Zimbabwe-Rhodesia

The Associated Examining Board
102-120 North Lane
Aldershot, Hampshire
GU12 4QN, United Kingdom

Glossary

adaptation classes	special education classes held in a regular school.
aided school	school which receives financial assistance from, but is not run by, the government.
aegrotat degree	the exceptional practice of granting a degree to a student who failed to complete the final degree requirements because of illness or other emergency.
aegrotat examination	a later exam granted to a student who missed the earlier exam because of illness or other emergency.
aggregate	a pupil's total marks accumulated from all subjects of the examination.
ancillary subject	at university, a subject which is part of the course of study but which is offered in another department or faculty; such subjects may be obligatory or optional.
apartheid	South African terminology for their policy of racial segregation.
Bantu	in Southern Africa, the name for a large group of languages and of the Black people who speak them.
block release	a system of study in which workers are released for specific periods of time to study for additional qualifications.
condoning	the practice of promoting a student to the following year of study if the student has failed only one subject and that one by a small percentage.
continuous assessment	the method of evaluating a person's work throughout the year and not just at the final exam period.
conveyancer	a person in the legal profession who has received training in the procedures of property transfer.
course	a) the subject sequence for a degree or diploma or certificate, as distinct from the American usage denoting a given subject for a single term; b) also sometimes used to refer to a single subject, as in the United States.
exemption	the waiving of part or all of an examination or other requirements for a degree/diploma on the basis of previous study or other experience.
expatriate	a person from another country.
external examination	an examination composed and administered by an authority outside the educational establishment that trained the candidate.

external examiner	at university, an outside educator who monitors university exams.
first degree	a bachelor's degree for which no previous degree is required.
Form (plus roman numeral)	in Southern African countries other than South Africa, designation of last five years of secondary school; designation of last five years of secondary school for Blacks in South Africa.
higher degree	any degree beyond a first degree (includes two bachelor's degrees).
honours degree	in South Africa, a degree representing one additional year of study usually in those subjects in which a bachelor's degree is granted after only three years' study, in order to allow a person to enter into master's degree study.
internal examination	exam conducted by an educational institution or teacher, in contrast to one conducted by outside authorities.
licentiateship	academic qualification of a higher education level.
marks	points assigned to form a marking scale in assessment of exams and other work, in contrast to letter grades; essentially the same as the American usage of the term "grade."
matric	colloquially used to refer to the last year of secondary school.
Matriculation Exemption	granted to those pupils who meet certain requirements for university entrance when they take the school-leaving examination.
minister	person who is politically appointed to head a government department, in contrast to the secretary, a civil servant who heads the department.
(to) moderate an examination	to oversee either the writing of exams in the same subject which are intended to be comparable, or to oversee the grading of an exam by more than one individual, or both.
occasional student	in South Africa, a person who registers for one course at a university and is not entering a degree program; in Rhodesia, the term used for foreign students.
part-time student	in South Africa, a person who attends classes at night only and not during the day, even though the course-load may be equivalent to the full-time load of a day student.
practical course	a specialized secondary school syllabus designed for students who should not be classified as mentally retarded and yet who cannot cope with the subject matter as it is normally presented.
practical	the term used for the laboratory section of a subject.
private candidate	at the secondary level, a person who registers to take an external exam and is not currently enrolled at school.
pupil	in South Africa, in contrast to a student, a person studying below the tertiary level.
qualifying course	at university, a course which can be used to fulfill graduation requirements.

registrar	chief administrative officer under the head of a university.
registration	used of professions which are controlled by government regulation in order to ensure a satisfactory level of professionalism; has the approximate meaning of certification or licensing in the United States.
sandwich course	periods of full-time study interspersed between periods of full-time work.
scheme	a plan of work for teachers or a syllabus for exams.
scholar	in South Africa, a person studying at the primary and secondary levels.
school candidate	at the secondary level, a person registered for an external exam who is currently enrolled in a school.
school leaver	person who has completed study through the secondary level.
script	handwritten exam answers turned in by a pupil/student.
secretary	the civil servant who heads a government department, in contrast to the minister, a political appointee.
(to) set an examination	compose an examination.
set work	a book (in literature courses) which is required reading and on which there will be an exam.
(to) sit an examination	to take an examination.
sitting	a single sitting refers to a given examining period in which all subject exams are administered.
special education	the education of handicapped students only.
Standard	in South Africa, the term used to denote year of study in primary and secondary school; in other Southern African countries the term denotes a year of study in primary school only; also in South Africa, in contrast to Higher, the term is used to denote the lower level of subject examination in the school-leaving exams.
student	in South Africa, a person studying at postsecondary level only.
supplementary examination	a later exam granted in a subject to a student who almost passed the course and who did not fail in any other subject at that examining period.
symbol	letter grade which a person receives for an exam.
technical college	in South Africa, pre-tertiary institution for technical training outside of the secondary school system.
technikon	in South Africa, a tertiary institution for technical training and certain categories of professional training; previously called college for advanced technical education.
tuition	the term used to refer to instruction in a subject.
tutorial	a type of class meeting which involves small groups and a two-way exchange between students and leader.

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The Role of the Council

The National Council on the Evaluation of Foreign Educational Credentials has several purposes: to establish priorities for research and publication of country or regional studies; to keep admissions officers and other interested persons as up-to-date as possible about changes in foreign educational systems; and to review and to modify as necessary recommendations drafted by World Education Series authors or others who might ask for such review. The composition of the Council changes as the constituent organizations appoint new representatives. Consistency among volumes is sought, despite changes in the Council's make-up, but still, some differences may occur. In voting on individual recommendations, decision is by simple majority. Council members are listed on the following page.

The recommendations attempt to cover all levels of formal education in roughly chronological order up through the highest degree conferred. They are based on the text of the book and should be used in conjunction with it. Recommendations, as developed through discussion and consensus in the Council, are not directives, but rather, are guidelines to help the admissions officer determine the admissibility and appropriate level of placement of students who have studied outside the United States. Admissions officers may wish to apply the recommendations flexibly, rather than literally.

The Council carefully phrases its recommendations. For example, a recommendation may state: "May be considered for up to three years of transfer credit." The implication is that the U.S. institution may consider giving less than or as much as three years of credit, the decision to be based upon many factors—age of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, etc.

Certain recommendations may be identical; e.g., "May be considered for freshman standing" may be recommended for holders of two different kinds of diplomas. However, use of the same statement does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

Also, while usually aware of educational policies in the country under study, the Council does not necessarily set its recommendations in conformity with the country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education. For example, if in the country under study a secondary school graduate from technical studies is prohibited from entering university, the Council may still recommend consideration for freshman standing in the United States. Sometimes, in order to alert the reader to the fact that the prior education may be heavily specialized or notably different from U.S. education, another phrase may be added, such as "where such educational background is appropriate." It is assumed that admissions officers will read supporting pages in the text before making judgments in accordance with the policies of their own institutions.

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